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ABSTRACT

Developed to promote excellence in Ohio's school libraries, this document is designed to: (1) provide a rationale for integration of the school library into the total education program; (2) delineate the dimensions of service of a dynamic K-12 library program; (3) identify essential components of an effective K-12 library program; (4) provide a practical guide for planning a district library program; and (5) stimulate thinking about emerging trends and developments in the field of library science and educational technology. In addition, 14 appendices provide a nine-page bibliography; minimum standards for expenditures; Ohio certification requirements; information on library volunteers; collection guidelines; a library needs assessment form; weeding suggestions; copyright information; recommendations concerning space, access, and furniture; a compliance checklist; a self-evaluation form; the Library Bill of Rights; American Library Association Policy Statement; and a list of library media professional associations. (KM)

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FOREWORD

Ohio's educators have traditionally worked hard to provide the best possible education for their students. The activity to improve education in Ohio during the past several years has been remarkable. Public and nonpublic schools have made great strides in implementing the Minimum Standards for Elementary and Secondary Schools.

Numerous teachers and administrators have commented on the utility of the Ohio Department of Education's implementation series consisting of fourteen documents that have been available since 1983. These publications have been found to be a great help in designing educational programs that not only meet the requirements of standards, but enable schools to consider various ways in which to provide quality education.

As educators continue to seek to provide excellence throughout their programs, there have been many inquiries about other parts of the standards not addressed by the implementation series. The department has identified areas of most common concern and has prepared this leadership series consisting of nine documents. As was the case with most of the documents in the original implementation series, the leadership series serves to specify the requirements of standards. Additional information, guidelines, procedural steps, and sample forms may be presented that go beyond what the standards require. The purpose is to provide information to help schools plan to meet their needs and provide the best possible education for their students.

The assistance of school personnel who contributed their time, expertise, and materials is greatly appreciated. Recognition and sincere thanks are extended to the department staff members who worked to make these publications possible.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

Year of Family Involvement in Education 1985 1986

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INTRODUCTION

INTRODUCTION

Quality Library Services K-12 has been developed to promote excellence in Ohio's school libraries. Minimum Standards for Elementary and Secondary Schools establish a framework for providing basic library services. This publication offers suggestions to help school districts build library programs of high quality to support and enhance locally developed instructional programs.

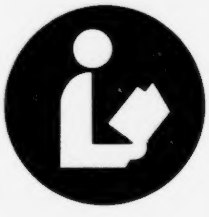
Each school district in Ohio has unique characteristics, varying in enrollment, philosophical beliefs, educational objectives, and allocation of resources. Variety also characterizes library programs and services offered in Ohio schools. While one district may be strong in staffing, another may excel in facilities. This publication, designed for administrators and librarians working together, will help each district assess its needs and plan for quality library services K-12.

This document can be used to

1. provide a rationale for integration of the school library into the total educational program
2. delineate the dimensions of service of a dynamic K-12 library program
3. identify essential components of an effective K-12 library program
4. provide a practical guide for planning a district library program
5. stimulate thinking about emerging trends and developments in the field of library science and educational technology.

Names for library programs (media service or instructional support service) and facilities (media center or learning resource center) vary in Ohio, as they do across the country. The descriptors used in this document are "school library program" and "school library." It is the mission and quality of the program, rather than the terminology used, that is most important.

National Library Logo adopted by the American Library Association to increase public awareness of all types of libraries.



SECTION I

RATIONALE FOR TODAY'S SCHOOL LIBRARY

The rationale for providing quality library programs is a compelling one. Many of the critical issues and concerns which have been raised about the quality of American education in general can and should be addressed by the unique features of the school library program. Specific research studies point to the impact of school library programs on student achievement and learning. The school library is further emphasized with the requirement for library services in the Minimum Standards for Elementary and Secondary Schools.

THE LIBRARY—A COMPREHENSIVE LEARNING ENVIRONMENT

The school library has always mirrored and augmented the role of libraries in society by transmitting culture, promoting the quality of life, and preparing students for the future. Over the past few decades the school library has undergone a subtle but important transformation. It has evolved from a modest collection of materials organized and stored for checkout to a comprehensive learning environment which balances educational, technological, and societal concerns. To be effective the school library must respond to the changing needs of society and address critical needs in education.

CRITICAL NEEDS

Lifelong Learning

Today's school library prepares students and teachers to become active participants in a learning and multiple-career society. Our print culture is a unique feature of human history; the library promotes a love of books and reading. Our electronic media speed and diversify the dissemination of human knowledge; the library fosters its use and understanding.

Course of Study Support

Today's school library promotes the attainment of specified learning objectives by developing a collection of materials to support adopted courses of study. The information skills program itself focuses on the achievement of a carefully articulated scope and sequence of instruction.

RESEARCH

An Organized Knowledge Base

Today's school library provides an organizational system of materials and learning experiences to encourage content competence as well as to show how the disciplines are related.

Critical Thinking and Problem Solving

Today's school library teaches students to solve problems by locating, evaluating, and applying information. Students receive training to help them distinguish between valid and invalid information.

Technological Innovation

Today's school library enables students and teachers to understand and use current information systems and to adapt new systems as they are developed.

Intervention Efforts

Today's school library assists intervention efforts by providing materials on varying levels of difficulty, offering media to match learning styles, and helping students select appropriate materials. Library collections support the mastery of basic skills and the extension of the curriculum to meet individual needs.

Complement Teaching Styles

Today's school library enables teachers to improve their instructional effectiveness by providing materials and equipment which complement their teaching styles.

A Positive Environment for Staff Development

Today's school library addresses professional growth for teachers and administrators on effective applications of technology in teaching and learning. The school library provides a positive environment in which to offer and reinforce practice.

SCHOOL LIBRARY RESEARCH 1933-1984

Educational research supports the efficacy of school library programs. The following summary indicates that school library programs do make a difference.* Students who use school libraries learn more than those who do not. Making media an integral part of the instructional process results in greater student achievement.

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*Complete bibliographic information on the research studies may be found in Appendix A.

RESEARCH

Examining School Library Effectiveness

How Does the Library Media Program Impact Student Achievement?

- A focus on reading through the library program increased verbal ability, critical reading ability, language development, and comprehension. These skills were sustained over time (Wilson, Masterton, Yearling, Corliss, Hastings).
- A focus on extended library services, independent study, and planned instruction increased SAT scores and study skills test scores (Hale, Greve, Gavor, Ainsworth, Yearling, Didier).
- Teachers and librarians working together improved student learning abilities in locating, acquiring, recording, organizing, and evaluating information. General grade point averages also increased (Didier, Snider).
- Students who used only the school library instead of textbooks gained in science, mathematics, and reading instruction. They also retained information more accurately over longer periods of time (Romano, Rulon, Barrilleaux, Gengler, Harmer, Thorne).
- The absence of a centralized library contributed to a steady decline in student reading ability (Masterton).

How Does the School Library Affect Instructional Methods?

- Student achievement increased when teachers encouraged their students to use the school library (Blazek, Griffin, Ducat, Hsu, Rogers, Newman, et al.).
- Student achievement increased when teachers and library professionals worked together to plan and provide appropriate instruction (Gengler, Hodges).
- The appropriate use of audiovisual aids was especially critical to improved achievement of lower ability students (Wilson).
- The teacher's previous library ability, attitude, and competence in the use of the library greatly influenced student attitude and use (Griffin, Rogers, Newman, et al.).

How Are Student Attitudes Toward Learning Influenced by School Library Programs?

- Substantial increases occurred in reading interest (Gaver, Wilson, Sechon).
- Substantial increases occurred in enthusiasm toward learning (Ducat, Hsu, Hale, Greve).
- The positive effect of the library media program on student achievement resulted in greater use of the library by teachers and students (Ducat).

RESEARCH

Factors Most Often Cited in Successful School Library Programs

The following factors were most often reported to be correlated with successful school library programs:

- full-time professional library media staff
  (Gaver, Corliss, Wilson, Didier, Hale, Wert, McMillen, Loertscher)
- instructional and curricular involvement of the librarian with teachers and students
  (Wilson, Didier, Gengler, Newman, et al.)
- a centralized collection
  (Gaver, Ainsworth, Masterton, Wilson, Greve, Yearling)
- a planned program of activities and services
  (Gaver, Ainsworth, Masterton, Yearling, Romano, Hastings, Harmer, DeBlauw, Thorne)
- regularly scheduled classes in basic reference and information-using skills
  (Gengler, Barrilleaux, Didier, McMillen, Yearling, Hastings)
- a supportive attitude among teachers and administrators
  (Ducat, Hsu, Blazek, Rogers, Griffin, Romano)
- a wide variety of services and time spent on areas which most directly relate to student learning
  (Griffin, Rulon, Hastings, Didier, Becker)

MINIMUM STANDARDS

ESTABLISHING THE FRAMEWORK—MINIMUM STANDARDS

The Minimum Standards for Elementary and Secondary Schools focus on curriculum and student learning. Standards require that certain conditions exist to assure citizens that a framework is in place in all Ohio schools upon which quality library programs can be established.

Standards require district coordination of K-12 library service and the adoption of a philosophy and educational goals, courses of study, and competency based education programs. At the same time, standards provide for considerable decision making in the school district. For example, the selection of personnel and allocation of resources needed for K-12 library coordination are locally determined. Likewise, the content of the philosophy statement and course of study and competency objectives are products of local decisions.

Selected rules from the Minimum Standards for Elementary and Secondary Schools pertaining to the K-12 library program are identified below:

Standard	*Educational Resources*	*Considerations*
3301-35-03(A)(11)	CERTIFICATED AND CLASSIFIED STAFF HAVE ACCESS TO A PROFESSIONAL LIBRARY.	A professional library is a collection of current and appropriate print and nonprint materials to keep staff abreast of trends, developments, techniques, and research both in general and in specialized educational fields. Materials include courses of study, books, periodicals, resource units, curriculum materials, films, videotapes, etc. The professional library may be housed in the building, district or county office. While academic and technical school libraries located in the community may supplement the district's professional library, such libraries alone do not constitute compliance.
3301-35-03(B)	INSTRUCTIONAL MATERIALS AND EQUIPMENT SHALL SUPPORT ATTAINMENT OF OBJECTIVES SPECIFIED IN COURSES OF STUDY.	Instructional materials are aids which enhance teaching and learning and include print and non-print materials, microcomputer software, and related equipment. The selection of materials is correlated to course of study objectives; materials and equipment must be provided to support course of study implementation.
3301-35-03(B)(1)	INSTRUCTIONAL MATERIALS, TEXTBOOKS, AND EQUIPMENT SHALL BE AVAILABLE FOR TEACHER AND PUPIL USE AT EACH GRADE LEVEL.	Equipment is defined as any apparatus, instrument or machine used for instruction and skill development such as audiovisual and special items used to support the courses of study. The library provides learning materials such as globes, maps, charts, pictures, transparencies, and classroom sets of dictionaries. These materials need to be appropriate for the curriculum, functional, and of sufficient quantity to meet the volume of need.

MINIMUM STANDARDS

Standard	*Educational Resources*	*Considerations*
3301-35-03(B)(1)(a)	INSTRUCTIONAL MATERIALS, TEXTBOOKS, AND EQUIPMENT SHALL BE SELECTED ACCORDING TO ADOPTED POLICIES WITH THE INVOLVEMENT OF CERTIFICATED STAFF.	The library's role in selecting, ordering, processing, and organizing instructional materials and equipment varies among school districts. A board-approved selection policy identifying the process and criteria for purchase of learning resources is required. Staff members are to be involved in the selection process. Involvement of staff ranges from previewing actual materials and viewing publishers' exhibits to making periodic written requests. Coordinating library purchases through a district program can expand the collection, increase efficiency, and enhance K-12 articulation.
3301-35-03(B)(1)(b)	INSTRUCTIONAL MATERIALS, TEXTBOOKS, AND EQUIPMENT SHALL BE CURRENT.	Instructional materials may be considered current if they are periodically reviewed and found to be adequate for implementing the subject objectives in the courses of study. Districts may wish to review instructional materials every five years on the same cycle as the course of study review. Equipment should reflect current technology and trends in education.
3301-35-03(B)(2)	A LIBRARY SHALL BE PROVIDED IN EACH SCHOOL.	Each school or school site shall have a centralized collection of print and nonprint materials and equipment with adequate space for teacher and student use. Classroom libraries alone do not constitute compliance. A public library housed in the school building may serve as a school library providing the following conditions exist: (1) students and teachers have access throughout the school day; (2) materials are selected to support course of study objectives and pupil interests; (3) services are provided to all students and teachers; and (4) the program is supervised by a certificated librarian.
3301-35-03(B)(2)(a)	THE LIBRARY COLLECTION SHALL: (i) BE SELECTED ACCORDING TO ADOPTED POLICIES WITH THE INVOLVEMENT OF CERTIFICATED STAFF;	A board-approved selection policy identifying the process for purchase of the library collection is to be established. Librarians need to involve teachers in the selection of materials by accepting their suggestions for individual titles and subject areas and involving them in the preview of actual materials.

MINIMUM STANDARDS

Standard	*Educational Resources*	*Considerations*
3301-35-03(B)(2)(a)	(ii) INCLUDE MATERIALS WHICH SUPPORT ATTAINMENT OF OBJECTIVES SPECIFIED IN COURSES OF STUDY;	The library materials shall support the instructional program as defined in the adopted courses of study and meet the ages, interests, and needs of students. It is suggested that subject areas of the library collection be evaluated periodically on the same cycle as the course of study review. A systematic examination should be made to match the library collection to specific subject objectives.
	(iii) INCLUDE MATERIALS APPROPRIATE TO PUPIL AGES, INTERESTS, AND EDUCATIONAL NEEDS;	The collection should include print and nonprint materials to accommodate student learning styles. For example, high-interest, low-vocabulary books can transcend curricular needs and fulfill personal interests.
	(iv) INCLUDE CURRENT REFERENCE MATERIALS WITH AT LEAST ONE SET OF ENCYCLOPEDIA HAVING A COPYRIGHT DATE WITHIN THE PAST FIVE YEARS;	Reference materials include dictionaries, atlases, encyclopedias, and general and specialized subject area materials. These materials are current if they are periodically reviewed and found adequate to implement the subject objectives in the courses of study. The school should have an encyclopedia with a copyright date within five years. A computerized online reference service is permissible if it is suitable for the ages of students and students have as much access to the information as they do to the hard copy books.
	(v) BE INVENTORIED AND CATALOGED CENTRALLY ACCORDING TO A NATIONALLY RECOGNIZED SYSTEM;	Two nationally recognized cataloging systems are the Dewey Decimal and the Library of Congress systems. Print and nonprint materials and instructional equipment should be periodically inventoried.
	(vi) BE ORGANIZED FOR CONVENIENT ACCESSIBILITY.	Library hours, location and shelving of materials, and circulation procedures shall readily facilitate use by students, teachers, and administrators.
3301-35-03(B)(2)(b)	EACH LIBRARY SHALL BE STAFFED BY A CERTIFICATED LIBRARIAN OR BY AN AIDE OR VOLUNTEER SUPERVISED BY A CERTIFICATED LIBRARIAN…	A staffing ratio of librarians to buildings or students is not specified. One certificated librarian for each district is required. The additional assignment of certificated staff and aides to buildings is at local discretion provided services are available for at least the length of the minimum school day. Staffing at the building and district levels should be determined following the definition of the level of services necessary to meet expectations. Library aides and volunteers must be supervised by a librarian who holds appropriate certification. For example, a librarian supervising both elementary and secondary programs must have a K-12 certificate in educational media or library science.

MINIMUM STANDARDS

Standard	*Educational Resources*	*Considerations*
		The job description for a supervisor should detail responsibilities which may include, but are not limited to: 1) developing and supervising library skills instruction 2) selecting materials 3) determining budget 4) providing centralized technical services 5) conducting inservice education A planned schedule of supervisory activities should be established to evidence supervision for each library.
3301-35-03(B)(2)(b)	...LIBRARY SERVICES SHALL BE AVAILABLE THROUGHOUT THE SCHOOL DAY.	A description of library services provided should be available. The library is to be available each day for the full school year for no less than five hours for elementary schools and five and one-half hours for secondary schools, exclusive of the lunch period. A daily schedule for the library facility should be available.
3301-35-03(B)(2)(c)	LIBRARY SERVICES SHALL INCLUDE PROVISIONS FOR: (i) INSTRUCTION OF PUPILS IN LIBRARY SKILLS;	Each school district should formulate a plan for library skills instruction. Certificated librarians working with classroom teachers should develop a K-12 scope and sequence identifying library skills to be taught. A separate course of study is not required; however, library skills need to be articulated and identified within the curriculum. Instruction may be provided to individuals, small groups, or entire classes. Instruction in library skills can be provided by a certificated librarian and/or a classroom teacher. Aides or volunteers may supplement formal instruction of students but only under the supervision of certificated staff.
	(ii) INSTRUCTION OF CERTIFICATED STAFF IN THE USE OF LIBRARY SERVICES AND THE PRODUCTION OF INSTRUCTIONAL MATERIALS.	Certificated librarians need to provide instruction for teachers in how to use the library and how to produce instructional materials such as transparencies, slides, and videotapes. Such instruction may be an annual orientation or it may involve staff development activities held throughout the school year.
3301-35-03(B)(2)(d)	ANNUAL SCHOOL YEAR DISTRICT EXPENDITURES FOR LIBRARY MATERIALS AND EQUIPMENT SHALL AMOUNT TO AT LEAST ONE-HALF OF ONE PERCENT OF THE TOTAL GENERAL FUND EXPENDITURES FOR REGULAR INSTRUCTION FOR THE PREVIOUS SCHOOL YEAR AS ENTERED ON FORM 625, OHIO COMMON CORE DATA.	The Ohio Department of Education Form 625, Ohio Common Core Data, is filed by the school district each year (Appendix B). The district allocation of instructional materials should take into consideration pupil needs relative to objectives specified in courses of study. District expenditures for library materials and equipment may be spent for centralized collections and for purchased services, such as interlibrary loan and online computer reference services.

MINIMUM STANDARDS

Standard	*Educational Resources*	*Considerations*
3301-35-03(C)	FACILITIES SHALL ACCOMMODATE THE ENROLLMENT AND EDUCATIONAL GOALS OF THE SCHOOL.	Library facilities should be able to accommodate the student body and the educational program. Consideration should be given to the following areas: 1) easy access for utilization 2) seating to accommodate classes, small groups, and individuals 3) storage for print and nonprint materials, instructional equipment, and supplies 4) areas for instruction, reference, and production of instructional materials.
3301-35-03(C)(1)	FACILITIES SHALL BE OF A QUALITY AND QUANTITY TO SUPPORT PUPIL LEARNING RELATIVE TO OBJECTIVES SPECIFIED IN COURSES OF STUDY...	

SECTION II

DIMENSIONS OF SERVICE TODAY'S SCHOOL LIBRARY

Traditionally, a school library program has been defined quantitatively by such things as number of books and number of chairs. Today, however, attention must be given to the role of the library in supporting pupil learning. Factors such as the quality of library learning experiences, the ways in which the library program enhances classroom instruction, and the level of thinking promoted by library instruction are relevant to the definition of a school library today.

A library program of high quality provides a comprehensive scope of services. Effective school library programs can be described in terms of five interrelated dimensions: ADMINISTRATIVE, CURRICULAR, INSTRUCTIONAL, INFORMATIONAL, and TECHNICAL. Each of the five dimensions has a characteristic set of responsibilities or desired outcomes which are described in this section.

THE ADMINISTRATIVE DIMENSION

1. POLICIES concerning library operations and programs are developed with input from students, teachers, and administrators
    - To ensure full library services for students and teachers before, during, and after the school day for the entire school year
    - To establish appropriate use of the library
    - To define acceptable student behavior
    - To demonstrate flexibility in procedures.
2. Materials, equipment, and services purchased are based on a BUDGET which supports classroom teaching and the individual needs of students. Financial planning reflects
    - An annual budget developed by the district librarian with input from a library advisory council
    - Data documenting specific areas of need and patterns for use of resources
    - Expenditures directly related to program goals showing necessary consideration for maintenance
    - A five-year projection indicating phase-in of desired projects and activities.

CURRICULAR DIMENSION

3. Students, teachers, administrators, and community members are kept well informed of the library program and services through a comprehensive COMMUNICATION plan including
   - Monthly (at least, quarterly) reports to administrators
   - Faculty newsletters
   - Column in school and local newspapers
   - Handbooks for faculty, students, and library staff
   - Bulletin boards and displays
   - Radio public service announcements
   - Community cable channel.
4. The library program services and resources undergo continuous EVALUATION to ensure that program goals and objectives are met. The evaluation process includes
   - Well-developed evaluation procedures for the total library program
   - Use of formal and informal needs assessments, surveys, and questionnaires
   - Involvement of administrators, faculty, students, parents, and other community members.

THE CURRICULAR DIMENSION

1. The certificated librarian is actively involved in the CURRICULAR PROCESS at all levels by
   - Becoming familiar with the course of study development and evaluation cycle for the district
   - Serving on course of study and textbook committees
   - Analyzing course of study objectives to ensure that a variety of instructional materials can be available for teaching the prescribed content
   - Evaluating the use of resources and facilities to assure they are being directed to the attainment of curricular goals
   - Correlating course of study objectives with library materials upon request
   - Studying courses of study to identify areas where library skills can be most easily integrated or reinforced.

INSTRUCTIONAL DIMENSION

2. LEARNING ACTIVITIES are developed and implemented with teachers to enhance student learning by
   - Establishing procedures cooperatively for assignments involving use of the library facility and resources
   - Gathering materials upon request to provide instruction according to pupil abilities
   - Working with individual students to expand their understanding of selected course of study objectives
   - Reinforcing selected objectives from courses of study with interest centers, book talks, story hour, literature programs, and audiovisual presentations
   - Integrating community resources systematically into library and classroom activities
   - Displaying classroom projects in the library
   - Assisting students in producing their own learning materials.
3. MATERIALS SELECTED support the attainment of objectives specified in the course of study by
   - Coordinating collection development (acquisitions and weeding) with course of study development and the district evaluation cycle
   - Formulating selection goals related to course of study objectives
   - Selecting materials and equipment which facilitate intervention in English composition, mathematics, and reading
   - Focusing, in particular, on acquiring materials that will make it easier to teach from adopted textbooks
   - Identifying and acquiring materials to assist implementation of career education; citizenship, human relations and multicultural education; energy and resource conservation education; and study skills instruction
   - Producing materials on topics not otherwise available.

THE INSTRUCTIONAL DIMENSION

1. Students are directed toward becoming INDEPENDENT LIFELONG LEARNERS by
   - Developing good study habits, independence in learning, and critical evaluation skills
   - Taking responsibility for planning and assessing their own learning and working independently
   - Respecting the rights of others and working well with other students.

INFORMATIONAL DIMENSION

2. Students are instructed in LIBRARY MEDIA AND INFORMATION SKILLS K-12 for
   - Becoming familiar with the ways information is organized in the school and community
   - Developing effective processes for selecting appropriate information
   - Using materials and equipment effectively
   - Comprehending information presented in various formats
   - Valuing and enjoying information in various formats for personal growth, vocational pursuits, and leisure activities
   - Communicating what has been learned, valued, and enjoyed.
3. Students are provided with INTERVENTION OPTIONS according to individual needs through the school library by
   - Selecting formats appropriate to their learning styles
   - Choosing materials of high interest geared to ability levels
   - Focusing on objectives carefully targeted to specific learning deficiencies.

THE INFORMATIONAL DIMENSION

1. Existing INFORMATION PATTERNS and INFORMATION NEEDS are identified. Needs are addressed through
   - Demonstrating knowledge of up-to-date print and electronic reference tools
   - Providing a variety of services such as information referral and online databases
   - Developing special procedures which provide access to information not readily available
   - Identifying and cooperating with other information agencies in networking arrangements to expand access to information
   - Evaluating available and emerging information technologies and their application to school libraries.
2. Students are provided with MATERIALS APPROPRIATE TO THEIR AGES, INTERESTS, AND INFORMATIONAL NEEDS through
   - Listening materials for individual guidance in reading, viewing, and listening for instructional and recreational purposes
   - Using surveys to determine reading, listening, and viewing habits and interests
   - Helping students become aware of their own information needs

- Promoting information sources dealing with current events
- Having a strong commitment to the right of students to access information within the legal framework.

3. A PROFESSIONAL LIBRARY is provided to assist teachers with current educational trends, subject matter updates, instructional methods, and other informational needs by
   - Receiving frequent and systematic input from teachers and administrators
   - Giving professional assistance in locating materials
   - Taking responsibility for acquiring resources from outside the school and district when necessary
   - Notifying appropriate teachers and departments of new professional materials
   - Sending publicity to teachers concerning sources of information outside the district, such as academic, public, special, and regional libraries; community and governmental agencies; and museums and historical sites
   - Having a strong commitment to the right of the teacher to access information within the legal framework.
4. STAFF DEVELOPMENT OPPORTUNITIES are provided for teachers on the use of library services and the production of instructional materials through
   - Announcing new library services
   - Offering workshops on a variety of instructional topics such as general use of materials, basic reference techniques, specialized reference materials, and use of equipment
   - Providing instruction on techniques such as how to make transparencies, slides, charts, videotapes, and how to write or use computer software programs
   - Giving individual help as needed.

THE TECHNICAL DIMENSION

1. Print and nonprint materials and instructional equipment are ACQUIRED, PROCESSED, AND DISCARDED through a systematic plan including
   - Gathering bibliographic data for ordering materials and equipment
   - Checking the shelf list to prevent duplication of items
   - Verifying new materials received against invoices

TECHNICAL DIMENSION

- Preparing materials for circulation with cards, pockets, and labels; recording serial numbers and attaching identification tags; reinforcing magazines; and covering books with plastic jackets
- Withdrawing outdated and obsolete resources from the collection.

2. Resources and facilities are ORGANIZED AND ARRANGED to promote easy access and to encourage use through
   - Cataloging and classifying according to Anglo-American Cataloguing Rules, second edition (AACR2)
   - Using commercially printed catalog cards and sharing cataloging when possible
   - Maintaining card catalog and shelf lists reflecting current holdings of both print and nonprint materials
   - Keeping accurate and current inventory records for all resources housed in the school
   - Providing logical, attractive, and inviting arrangements of resources and facilities.
3. Print and nonprint materials and instructional equipment are WELL-MAINTAINED AND REPAIRED in a timely fashion as needed through
   - Conducting inspection of print and nonprint materials after circulation and during inventory
   - Preparing print materials for the bindery
   - Assuming responsibility for equipment repairs
   - Keeping cumulative records regarding condition and maintenance of equipment.
4. CIRCULATION PROCEDURES for students and teachers are implemented effectively with necessary files and records kept up to date by
   - Streamlining circulation procedures for materials and equipment
   - Making short-and long-term loans available to classrooms
   - Establishing a delivery system and schedule for equipment
   - Devising strategies for prompt return of materials and equipment
   - Facilitating interlibrary loans among schools within the district, community libraries, and other agencies.

SECTION III

THE SCHOOL LIBRARY PROGRAM COMPONENTS

To develop a comprehensive district library program educators can use the Minimum Standards for Elementary and Secondary Schools as a point of departure. Certain components are necessary as one goes on to develop a library program of distinction.

Essential components described in this section include district LEADERSHIP; competent PERSONNEL; carefully selected, up-to-date RESOURCES; FACILITIES which are both functional and inviting; and broad-based COMMUNITY SUPPORT.

LEADERSHIP

Quality school library programs do not just happen. A prerequisite is administrative leadership and support. The school library program is far from being the passive "reactor" to each year's academic demands. The same factors and influences which keep the district from remaining static also affect school library services. When change is necessary, administrative leadership creates a climate for smooth transition and healthy growth.

A critical task in implementing a school library program is to plan for the *best* use of personnel, resources, and facilities. Effective administrative support ensures district coordination of library services. Elements include

- A WRITTEN PHILOSOPHY statement indicating a commitment to quality library services
- A DISTRICT LIBRARY ADVISORY COUNCIL (representative of students, teachers, administrators, parents, public librarians, and other community members) appointed to assist administrators and library personnel in planning, evaluating, and presenting the school library program in a positive way
- Board of education-adopted POLICIES giving direction to library operation, and selection and reevaluation of the collection and centralized services
- A WRITTEN DISTRICT PLAN specifying long-range goals, identifying objectives, and outlining annual priorities for action
- INSTRUCTIONAL AFFILIATIONS arranged for all schools with the instructional television agency, area media center, special education resource center, and computer consortium.

PERSONNEL

The leadership, knowledge, and expertise needed for coordinated district library services are best provided when an individual is assigned supervisory responsibility for the entire K-12 program. A full-time supervisor of library services can "see the big picture," can assist an articulated design for learning, arrange the best staffing, and seek adequate financial support for library services.

Developing a close working relationship with building administrators, the district library supervisor can play an important role in

- Promoting VARIED INSTRUCTIONAL STRATEGIES (e.g., independent study, computer-assisted instruction, and instructional television)
- Emphasizing EFFECTIVE USE OF LIBRARY RESOURCES
- Arranging STAFF DEVELOPMENT activities
- Developing programs and resources to meet NEEDS OF SPECIFIC STUDENTS (e.g., gifted, handicapped, and vocational)
- Implementing a K-12 COURSE OF STUDY FOR LIBRARY AND INFORMATION SKILLS
- Assuring that instructional resources are ACCESSIBLE to all students in the district.

PERSONNEL

Qualified personnel are essential for an effective school library program. Certificated librarians are trained not only in library science and educational technology but also in the fundamentals of curriculum and instruction.* In addition, it is important that library staff members possess strong human relations skills.

The following positions should be considered when designing a quality K-12 library program:

- district library supervisor
- school librarian
- library aide
- library technician
- library volunteers
    - student
    - adult

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*Requirements for Ohio certification may be found in Appendix C.

PERSONNEL

Position Descriptions

Minimum Standards for Elementary and Secondary Schools, Rule 3301-35-03(A)(1) states:

> Certificated and classified staff shall be assigned responsibilities in accordance with written position descriptions commensurate with their certification and qualifications, respectively.

Sorenson specifies purposes for writing position descriptions as follows:[1]

- To provide a basis for evaluation
- To inform prospective employees and volunteers of expectations
- To maintain consistency in the job as incumbents change
- To clarify the perception of the tasks by both the employee or volunteer and the supervisor
- To inform others of the role, functions, and services of various personnel
- To identify areas of potential confusion and reduce the stress caused by uncertainty
- To foster an employee's or volunteer's sense of commitment, responsibility, and personal investment in the work.

The position descriptions and competencies which follow may serve as a guide for the development of position descriptions to meet local staffing needs. It may be necessary, for example, to combine responsibilities where staffing patterns vary.

District Library Supervisor—responsible for administering, supervising, and providing leadership to the entire K-12 library program. The supervisor has extensive knowledge of media and also has managerial and administrative competencies.

Educational Qualifications

Master's degree in educational media or library science
Appropriate Ohio certification

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[1] Richard Sorenson, Wisconsin Department of Public Instruction, "Tell It Like It Is—Writing Job Descriptions." (Presentation delivered at the American Library Association Conference, Dallas, 1984.)

PERSONNEL

Responsibilities might include the following:[2]

—Administrative

- Develop and administer districtwide library services
- Coordinate the development of library policy and implementation procedures
- Coordinate both short-term and long-range planning of library programs
- Consult with administrative, curricular, instructional, and library personnel in library program development, facilities design, and personnel training
- Develop budget proposals
- Seek and administer alternative funding
- Coordinate the development of an effective selection policy
- Participate in curriculum development and innovative programs
- Represent library interests on district representative bodies such as faculty councils and curriculum councils
- Serve as a consultant for departmental and subject area specialists
- Provide statistical information about the library program

—Supervisory

- Evaluate districtwide library programs and assist with the evaluation of library programs in individual schools
- Assist with the implementation of library standards
- Ensure accessibility of library services
- Coordinate the selection of library materials and equipment based on the needs of the instructional program and the individual students and teachers
- Coordinate distribution of library-related informational materials from various sources to all schools and appropriate personnel in the district
- Provide library staff development activities
- Assist personnel from the various schools in developing their library program budget proposals
- Consult with school library personnel
- Assist administrators in selecting qualified library personnel

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[2] Adapted from Division of Instructional Media Services, "Roles In Media Program Development: School and Community." (Georgia Department of Education, 1982), pp 3a-b.

—Leadership

- Represent, promote, and interpret the library program to the schools and community
- Provide leadership for the district library advisory council
- Provide assistance to building library councils
- Encourage networking, both within the district and with other local informational and educational agencies
- Maintain awareness of library-related research
- Participate in professional library and educational organizations
- Maintain and promote federal, state, and local programs which require special collections, space, and equipment

—Other*

- Perform other related library duties as assigned or needed

School Librarian—responsible for administering the school library and providing leadership in curriculum support to students and teachers. The librarian's teaching skills should be complemented with skills in technical production. In buildings where more than one librarian is employed, it is recommended that a head librarian be designated to ensure coordinated management.

Educational Qualifications

Bachelor's degree
Appropriate Ohio certification

Responsibilities might include the following:

—Administrative

- Demonstrate effective interpersonal relations with students, teachers, administrators, other school library specialists, and the community
- Apply principles of effective communications which reinforce positive behaviors in children and young adults
- Evaluate the library program for compliance with the Minimum Standards for Elementary and Secondary Schools
- Establish regular evaluations of the library program based on the district library plan
- Establish and administer a building library plan

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*Part-time library supervisors may have administrative responsibilities for curriculum and instruction, staff development, community relations, gifted education, or other related areas.

PERSONNEL

- Establish policies and procedures for effective utilization of materials, resources, and staff
- Develop, justify, administer, and evaluate a budget for the school library program
- Maintain records of expenditures
- Make recommendations in hiring personnel and recruiting volunteers
- Supervise and schedule staff and volunteers
- Conduct staff development programs demonstrating an understanding of the adult learner for volunteers, staff, and administrators
- Arrange the library to support a variety of learning activities
- Create an atmosphere conducive to learning
- Maintain positive public relations through announcements, brochures, and newspaper publicity
- Supply current statistical data and reports to the library supervisor or other administrators
- Cooperate with other school and local library personnel and organizations
- Participate in professional associations
- Plan for personal and professional growth and career development

—Instructional/Curricular

- Exhibit an understanding of curriculum development through active participation on curriculum committees
- Become familiar with courses of study
- Provide students and staff with services, media, and equipment needed to support courses of study
- Converse with students to determine interests
- Survey faculty and students to determine needed resources
- Evaluate and select media in cooperation with students and staff
- Plan, instruct, and evaluate a comprehensive library skills program to help students develop basic information gathering and research skills
- Prepare individual or group instruction in library skills, media production, and the use of audiovisual equipment
- Teach students responsibility in the care of materials, equipment, and environment

PERSONNEL

- Develop programs to motivate the acquisition of reading, listening, viewing, communication, and inquiry skills
- Provide reading guidance and assist in referrals
- Provide reference services for students and staff
- Plan with individual teachers to integrate media into instructional experiences
- Attend faculty and department meetings
- Serve on committees
- Collaborate with teachers on special projects
- Introduce and publicize media of special interest
- Apply principles of research to improve the library program

—Informational

- Promote professional reading for staff
- Read and scan professional journals
- Route materials of interest to staff members
- Select and organize materials for the professional collection
- Keep current with educational trends
- Identify existing information patterns and determine information needs in the school
- Demonstrate a strong commitment to the right of students and teachers to access information within the legal framework
- Demonstrate knowledge of and understanding of up-to-date print and online databases to meet the needs of students and teachers
- Develop special procedures which provide access to information not readily available, such as community resource files and special collections
- Identify and cooperate with other information agencies in networking arrangements to expand access to information for students and teachers
- Evaluate available and emerging information technologies and their application to school libraries

—Technical

- Acquire and organize materials
- Order, catalog, and classify media
- Supervise the physical preparation of materials
- Supervise check in, stamping, labeling, and filing

PERSONNEL

- Supervise the withdrawal of obsolete and damaged items including the adjustment of inventory records
- Plan circulation policies and procedures
- Direct assistants in charging and discharging materials, writing notices, counting, filing, and keeping circulation records
- Maintain records of materials ordered
- Keep circulation statistics
- Inventory materials regularly
- Compile records of library holdings for annual reports

—Other

- Perform other related library duties as assigned or needed

Library Aide—responsible for performing clerical tasks and assisting as assigned with the acquisition, distribution, utilization, and maintenance of the school library resources. The aide must exhibit willingness to support the staff and an ability to work with students.

Educational Qualifications

High school diploma
Educational aide permit
Formal or informal training as a library aide or clerical/secretarial proficiencies

Responsibilities might include

—Assume general secretarial functions

- Type
- File
- Duplicate materials
- Assist with financial records
- Operate computers and office machines
- Process mail
- Keep books
- Perform other clerical assignments

—Compile statistics

- Record circulation and other service information
- Assist with annual reports

- —Order and process print and nonprint materials
  - Maintain "consideration" and "order" files
  - Follow processing procedures established by the school librarian
  - Schedule use of equipment
  - Assist in the preparation of bibliographies
- —Order and maintain an inventory of supplies
  - Check supplies
  - Prepare order lists
  - Check orders
- —Circulate print and nonprint materials
  - Assist with circulation processes
  - Read shelves
  - Assist with interlibrary loans
  - Compile overdue records and notices
- —Maintain card catalogs
  - Add entries
  - Withdraw entries
- —Prepare displays
  - Gather necessary materials
  - Display materials
- —Assist with the preparation of bibliographies
  - Organize bibliographic information
  - Prepare information in the appropriate format
- —Other
  - Perform other related library duties as assigned

Library Technician—responsible for specialized technical skills such as information and materials processing; television, microcomputer, and equipment operation and maintenance; and technological installations. Technical skills should be complemented with human relations skills.

Educational Qualifications
High school diploma
Aide permit
Formal or informal training as a technician

PERSONNEL

Responsibilities might include

- Assist students and staff with the location and use of materials and equipment
  - Answer questions about equipment
  - Demonstrate the proper use of equipment and software
  - Operate audiovisual and production equipment
  - Assist students and school personnel in the preparation of audiovisual materials
- Perform routine preventive maintenance and minor repairs on equipment
  - Change lamps and other easily replaced parts
  - Clean and lubricate equipment parts
- Schedule the use of equipment and deliver materials
  - Maintain records of rental equipment and materials
  - Coordinate the use of materials and equipment
- Assist with instructional design of learning materials and programs
  - Produce graphics, transparencies, posters, charts, graphs
  - Perform photographic production work including still photography, record television broadcasts, and televise events
- Maintain the media collection
  - Read shelves and files
  - Withdraw items as directed by the school librarian
  - Mend and repair items
  - Assist with inventory
- Other
  - Perform other related library duties as assigned

Library Volunteers—responsible for assisting the professional staff with library operation and maintenance. Volunteer services contribute significantly to a quality library program. Volunteer services should not, however, be substituted for salaried positions. The most successful volunteer programs provide systematic training and ongoing guidance.

PERSONNEL

Student library volunteers can benefit from their services by receiving valuable training which may influence later career choices, a chance to interact and practice human relations skills, and an opportunity to learn about materials and equipment. It may be beneficial to organize student volunteer clubs. Membership need not be confined to library assistants but may include students with special interests in reading or in working with equipment.

In addition to providing valuable support to the library program, adult volunteers can become a vital link in the school-community relations program. Many schools have recognized the talent of senior citizen volunteers and have used them to enhance the library program.

Volunteers can assist with

—Operations
- Work at the circulation desk
- Type catalog cards
- Enter data into computer
- File catalog cards
- Keep schedules up to date
- Send overdue notices to students and staff
- Operate office machines and equipment
- Deliver materials and equipment to staff and students
- Assist with inventory
- Work on displays and bulletin boards

—Maintenance
- Help to maintain the appearance of the media center
- Read shelves
- Shelve books and magazines
- Check in new magazines and newspapers
- Put magazines on display racks in order
- Straighten magazines in the magazine room
- Put encyclopedias and indexes in order
- Put away pamphlets and audiovisuals
- Straighten card catalog drawers
- Care for audiovisual equipment
- Rebind and repair books and magazines

Information regarding recruitment of adult volunteers may be found in Appendix D.

PERSONNEL

Staffing

For the school library to support the educational program with comprehensive services, there must be staff of adequate size and appropriate training. Each school district must examine student and teacher needs prior to designing its staffing pattern.

In the process of making staffing decisions, many school districts have considered differentiated staffing. An analysis of the position descriptions on pages 21-30 demonstrates that there are library tasks to be performed which require varying levels of training and competency.

Staff Evaluation

Rule 3301-35-03(A)(8), Minimum Standards for Elementary and Secondary Schools requires staff evaluation: "Certificated and classified staff shall be supervised and evaluated according to a planned sequence of observations and evaluation conferences." The system for staff evaluation must be locally determined. Generally, the library staff would be included in the evaluation component of the negotiated work agreements.

The primary purpose of job performance evaluation is threefold:

1. to clarify expectations for the position
2. to determine how well the expectations are being met
3. to indicate what changes are needed to realize the expectations.

Continual growth and improvement should be expected of school library employees. Evaluation should provide a sense of personal success as it improves the quality of the school library program.

Staff Development

Minimum Standards specify requirements for staff development in Rule 3301-35-03(A)(9).

> Certificated and classified staff shall have opportunities to participate in inservice education, which shall include:
>
> 1. Cooperative planning, implementation, and evaluation;
> 2. Job-related training in areas of need identified in personnel evaluations;
> 3. Orientation activities for new employees.
>
> Annual inservice education for certificated staff shall include instructional methods, subject matter updates, and strategies for preventing and correcting disruptive behavior.

LEADERSHIP SERIES

COLLECTION DEVELOPMENT

The Ohio Department of Education considers staff development a priority for improving the quality of education and for nurturing student learning. Two publications of the department provide information about successful staff development practices

Staff Development Leadership: A Resource Book (1983)

Staff Development Leadership Teams: A Training Manual (1984)

Staff development programs for library staff should consider

- Assessment of library needs
- Systematic, long-range planning for improving the quality of library services
- Practice and coaching to teach and enhance competencies.

RESOURCES

Collection Development

To provide the best possible service, the school library needs a collection of learning materials which informs, motivates, and excites. The library collection needs to be evaluated continuously to meet the needs of students and teachers. The recommendations made for collection development in this chapter serve as general guidelines. Decisions concerning the quality of materials and equipment for each school must be made in the district based on needs and existing resources. School districts wanting specific guidelines, such as number of books per student, may find suggestions in Appendix E.

Objectives of Selection[1]

To assure that the school library program is an integral part of the educational program, the following *selection objectives* are proposed:

- To provide materials that will enrich and support both the curriculum and the personal needs of its users, taking into consideration their varied interests, abilities, and learning styles
- To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values, and ethical standards
- To provide materials which realistically represent our pluralistic society, and reflect the contributions made by various groups and individuals to our heritage

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[1] Adapted from Curriculum Development Process. (Akron: Akron City Schools, 1984).

COLLECTION DEVELOPMENT

- To provide materials on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis
- To provide a background of information which will enable users to make intelligent judgments in their daily lives.

Selection Process

The authority for establishing a written materials selection policy rests with the district board of education. The certificated librarian is primarily responsible for coordinating the development of the library collection within the framework of policy and according to established procedures. The Ohio Department of Education published a document, *Materials Selection Guidelines*, in 1983 which includes sample selection policies and suggests procedures for responding to challenged materials.

The library collection needs to be systematically developed in response to program and user needs. Vital to needs assessment is a librarian who is well informed of educational trends and technological developments. Periodically, an analysis of the community is needed to

- Determine community composition (educational level, occupations, socioeconomic makeup, and racial and ethnic groups)
- Assess parent expectations.

In addition, to remain alert to program needs, the librarian should

- Review current courses of study
- Attend departmental and curriculum committee meetings
- Participate in district curriculum development activities
- Visit classrooms
- Seek out information about student reading achievement scores
- Check participation in extracurricular activities and clubs outside of school hours
- Confer informally with students and teachers regarding library needs
- Invite teachers to evaluate the present collection
- Conduct formal surveys of students and teachers to determine needs and interests. A sample survey teacher form may be found in Appendix F.

Selection Committee

The selection of materials for the school library should involve a number of people to assure broad-based representation. A selection committee might include

- certificated librarian
- building principal or designee
- teachers representing different departments and/or grade levels
- curriculum specialists
- parents and/or other members of the community
- students

The purpose of the selection committee is to assess curricular needs and the personal needs of library users, examine and preview materials, and use professionally prepared selection aids. The committee will need to make recommendations for the replacement of worn-out or lost materials which still merit purchasing. It is expected that a selection committee will need to meet on a regular basis throughout the school year. The preliminary needs assessments and the librarian's efforts to solicit suggestions can facilitate the work of the selection committee.

Discarding Library Resources[1]

Selection is an ongoing process which includes the removal of out-of-date materials, a task as important as selecting new items. Gordon proposes that a systematic schedule be established for examining the collection. How rigorously and how often a collection is "weeded" depends upon space, budget, and program considerations. Some librarians prefer to weed the collection on an informal basis as time permits. Some may find it productive to examine the appropriate segments of the library collection as courses of study are developed or revised. Such a plan could result in a five-year weeding cycle, since standards require that courses of study be reviewed on that frequency.

Suggested Criteria for Weeding[2]

- *CURRENCY*—if the subject matter is out-of-date, factually inaccurate, or no longer relevant to the educational program; if illustrations are outmoded or perpetuate sexual, racial, or cultural stereotypes

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[1] Anita Gordon, "Weeding—Keeping Up With the Information Explosion," *School Library Journal*, Vol. 29, (1983), p. 45.

[2] Adapted from *South Dakota Planning Guide for Building School Library Media Programs*. Second ed. (Pierre, South Dakota: South Dakota State Library and Archives, 1982), p. 20.

- *TECHNICAL QUALITY*—if visuals are poor, faded, or off-color; if sound reproductions are faulty or inferior
- *DISPENSABILITY*—if there are duplicate copies and duplicate materials are no longer needed
- *PHYSICAL CONDITION*—if it is unattractive and no longer appeals to users; if it is worn, torn, soiled, and/or pages are missing
- *RECORD OF USE*—if the item has not circulated in three years and if it is more than ten years old
- *STATE OF REPAIR*—if equipment is beyond repair or impractical to repair due to cost
- *USEFULNESS*—if equipment has been replaced by more effective or more convenient equipment.

Reasons for *not* discarding materials or equipment even if they meet the above criteria include the following:

- if it is a work of historical significance in the field of children's literature
- if it has unusual illustrations or illustrations done by a well-known artist
- if it is a work by a local author, illustrator, or editor
- if it describes local history or local personalities
- if it is a memorial gift.

One district's discarding procedures may be found in Appendix G.

Collection Composition

Today's school library needs a *balanced* collection of print and nonprint materials with adequate equipment available at all times. Rapid changes in technology and the availability of information in an increasing variety of formats may make it difficult to maintain large collections in all desired formats. Cooperative sharing may be necessary. Some materials may need to be housed in a district collection. A quality library program should have, at minimum, the materials essential for implementing and enriching the course of study.

COLLECTION COMPOSITION

Following is a list of print and nonprint materials and equipment to be considered in designing the K-12 library program:

Print Materials[1]

books
periodicals
newspapers
pamphlets

Nonprint Materials

visual formats—computer software
- films: super 8mm
- 16mm
- filmstrips
- games
- kits
- microforms
- pictures
- teacher-student-made materials
- transparencies
- slides
- videodiscs
- videotapes

audio formats—audio cards
- cassette tapes
- records

mixed media—art objects
- art prints
- dioramas
- games
- globes
- maps
- models
- puzzles
- replicas
- sculptures
- tear sheets
- toys

Equipment[2]

microcomputers and related equipment
16mm sound projectors
super 8mm projectors
filmstrip projectors
sound filmstrip projectors with built-in record or cassette tape players
individual filmstrip viewers
slide projectors with remote control

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[1] Taken from *A Guide To School Library Media Programs.* (Hartford, Connecticut: Connecticut State Board of Education, 1982), pp. 25-28.

[2] Taken from *Guidelines for Merit Media Programs.* (Frankfort, Kentucky: Kentucky Department of Education, 1979), pp 29-31.

COLLECTION COMPOSITION

slide viewers
microform equipment, readers, and printers
overhead projectors
opaque projectors
language masters
cassette tape recorders
record players
radios
television receivers, color preferred; minimum size 23″
video cameras and related equipment
videotape recorders
projection screens, minimum size 60″ x 60″
projection carts, complete with 20′ electrical assembly
  recommended heights:
    42″ for use with 16mm film, filmstrip, and slide projectors
    34″ - 36″ for use with opaque, filmstrip, and slide projectors
    26″ - 30″ for use with overhead projectors
    16″ for use with overhead projectors (teacher seated)
    42″ - 54″ for use with television receivers, with shelf for videotape recorders
listening stations, portable
local production—dry mount press
    tacking irons
    duplicating machines
    primary typewriters
    tape splicer
    cameras and related equipment
    paper cutters
    transparency makers
    lettering kits

Additional Equipment (accessible from district library center)
super 8mm motion picture cameras and projectors
rapid process cameras, Polaroid type
equipment for darkroom
copy camera and stand
film rewind and inspection units
slide reproducers
closed circuit television distribution system
AM-FM radio receivers
controlled reading projectors
portable public address system
laminating equipment
calculators
tools for equipment repairs

Collection Concerns

During selection and reevaluation of the library collection, school library personnel and administrators must assume the responsibility to guarantee easy, safe, and legal use of all resources. The following areas must be considered:

Accessibility

Resources need to be well organized and made readily available to students and teachers. Indicators assuring accessibility include

- flexible scheduling and circulation policies which encourage use of materials and equipment throughout the school day and at home
- nationally recognized cataloging and classification system
- printed or computerized catalog which includes all library materials
- inventory records
- dependable delivery services between schools and the district collection
- interlibrary loan procedures within the district and community.

Equipment Safety

Procedures for the selection and use of equipment such as video recorders and large television sets need to be evaluated. Serious, even fatal, accidents have occurred when small children are asked to perform custodial tasks such as moving television equipment from one room to another. Written guidelines might include statements such as these:

- Children SHOULD BE supervised while moving equipment and *SHOULD NOT* move equipment larger than themselves.
- Television sets SHOULD BE bolted or strapped to the cart or stand.
- Carts of the proper type SHOULD ALWAYS BE used for equipment. Some television receivers may become unstable if placed on carts with a slanted top shelf.
- Television sets SHOULD BE moved slowly and cautiously, and television sets which must be carried up or down steps or ramps SHOULD BE carried by a sufficient number of adults.
- Equipment carts SHOULD BE inspected regularly for structural weaknesses.

- Warnings and rules for moving such equipment SHOULD BE posted both on the carts and television receivers.[1,2]

The Educational Television Association of Metropolitan Cleveland has designed stickers to be placed on both sides of high movable television carts. WVIZ-TV and most of Ohio's instructional television agencies have distributed copies to schools. The label states "Children have been *killed* by falling television equipment."

Copyright

Video technology, computer technology, and paper copier technology have increased the pressure on school librarians to uphold copyright laws. Ambiguity in Public Law 94-553, effective January 1, 1978, and its application to educational media have plagued educators. Recent court cases have clarified some issues, but a most effective measure for resolving the problem of copyright infringement versus the need of educators to distribute information has been the "guidelines for fair use" established by the Ad Hoc Committee on Copyright Law Revision. These guidelines have been incorporated into Title 17 of the United States Code.[3] Appendix H, reprinted with permission from the North Carolina Department of Public Instruction, is included to help the school community operate within the provisions of the copyright law.

FACILITIES

Library facilities designed for active learning are motivational in themselves. An inadequate facility, one which is crowded or unattractive, can discourage use by students and teachers. Today's school library needs to be designed to facilitate achievement of the goals of the general educational program and to provide a full range of library services. A well-executed floor plan will accommodate enrollment, instructional strategies, and scheduling techniques while affording maximum collection security. A facility adaptable to new technological developments exemplifies the integration of print and nonprint materials in teaching and learning.

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[1] Wisconsin Educational Media Association, "TV Monitor Warning," *Dispatch*, Vol. 35, No. 4 (WEMA, April, 1984), p. 1.

[2] "Elementary Students Shouldn't Move AV Equipment," School PR Line The NSPRA Network (National School Public Relations Association, May 20, 1984), pp. 1-2.

[3] "Media Matters," Special Edition (Raleigh, North Carolina: North Carolina Department of Public Instruction, May 1985).

FACILITIES

Section 504 of the Rehabilitation Act of 1973 requires that handicapped persons be included as beneficiaries of programs, resources, and services offered by institutions receiving federal financial assistance. The term "handicapped" includes any person with orthopedic disorder(s). This means that the programs, resources, and services offered by a school library must be accessible to handicapped persons, including those in wheelchairs.[1]

In Ohio high quality library programs are housed in many different types of facilities. Each school district must determine individual facility needs according to program goals. The recommendations for physical facilities and furnishings outlined in this chapter serve as general guidelines.

More specific recommendations, including accessibility requirements, may be found in Appendix I.

Design Considerations

Location

- Convenient to all learning areas but not a major thoroughfare for student traffic
- Centrally located away from high noise-producing areas such as cafeteria, gymnasium, music rooms, playground, or athletic field
- Easily accessible throughout the school day
- Easily secured with access to restrooms to accommodate extended hours
- Convenient to an outside entrance for loading and delivery of materials and equipment; multifloor buildings include elevator accessibility
- Options provided for program expansion

Functions[2]

- Materials circulation
- Reading and browsing
- Program activities to stimulate reading and the use of library skills

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[1] *Library Learning Resources Facilities New and Remodeled.* (Austin: Texas Education Association, 1982).

[2] Adapted from Naomi Butler and Yale Stenzler, *Planning and Designing a Library Media Center* (Annapolis: Maryland State Department of Education, 1978).

FACILITIES

- Listening and viewing
- Access to microcomputers
- Activities for individuals, small and large groups
- Materials production
- Consultation with teachers and students
- Professional materials collection and circulation
- Administrative responsibilities
- Processing materials
- Storage of materials and equipment

Space

- Adequate seating capacity to accommodate 40 students or 10 percent of the enrollment, whichever is greater
- Adequate storage and provision for expansion of the collection
- Arrangement for access and use by handicapped students and teachers
- Arrangement to simplify supervision
- Flexibility in space to accommodate maximum use

Technical Considerations

Lighting

- Adequate to provide 35 foot candles at each reading station
- Even lighting throughout the room; light in the reading area not to exceed three times the brightness of surrounding objects
- Windows not to admit distracting light or to detract from space utilization
- Convenient controls, capable of darkening specific areas with dimmers, drapes, or darkening shades
- System designed to supply the necessary illumination in working areas and stack areas; lighting adequate to read titles on lower shelves

Acoustics

- Floors carpeted to provide sound control
- Ceilings and walls acoustically treated

Temperature

- Ventilation and heating outlets not to interfere with furniture arrangements nor to reduce shelf space
- Heating pipes and electrical outlets placed as far as possible from shelving and storage cabinets
- Comfortable heating, cooling, and ventilation

Electricity

- Number and location of electrical outlets based on program needs
- Electrical conduits adequate for present and anticipated equipment needs
- Provisions for closed circuit television, computers, telecommunications, and other technology
- Telephone outlet in office, microcomputer area, and other areas as needed
- Intercommunications outlets in the office area and elsewhere as needed

Other

- Equipment located away from chalkboards and ventilation fans
- Reduced static electricity in computer area.

Security

With increasing frequency the incentive behind school break-ins is the theft of such items as tape recorders, television equipment, cameras, electric typewriters, and computers which may be housed in the library. As a deterrent to such theft, special security measures should be taken, such as

- Installing a security system to prevent unauthorized removal of resources
- Using solid doors and secure locks to areas where equipment is stored
- Distributing a limited number of keys
- Avoiding placement of equipment near large sections of windows if it cannot be moved to a more secure area at night and over weekends.

COMMUNITY SUPPORT

Atmosphere

A pleasing school library atmosphere will set a tone that enhances program activities and contributes to efficient program operations. It will allow staff, teachers, and students to complete tasks in a satisfying way. Arrangements that lead to an effective atmosphere are

- A pleasing environment conducive to formal and informal learning
- Inviting in appearance through coordinated color schemes and furnishings
- Situating furnishings and reading areas to create interest
- Promoting the program with creative, informative displays, graphics, and bulletin boards
- Changing room arrangements and displays frequently
- Organizing interest centers on curricular and highly motivational topics.

COMMUNITY SUPPORT

The school library needs community support to grow and flourish. Abraham Lincoln said, "With public sentiment nothing can fail. Without it nothing can succeed." The school library can play a vital role in promoting family involvement in education and partnerships with community agencies and other libraries.

Parents

- Programs such as "Family Night at the Library" CREATE AWARENESS OF THE LIBRARY SERVICES available to students, teachers, and parents.
- MOTIVATIONAL READING ACTIVITIES are planned to involve parents in monitoring student reading patterns.
- COMMUNITY VOLUNTEERS are used to enhance the program by providing services such as helping children find books and planning, organizing, and supervising special activities such as book fairs.
- SPECIAL COLLECTIONS with items of particular interest to parents are made available.

COMMUNITY SUPPORT

Support Groups

- FRIENDS OF THE LIBRARY/LIBRARY BOOSTERS involve a variety of people in the school library and provide a method of gathering community feedback. The major objective is to promote understanding of the library, its resources, and its needs. "Friends" assist in extending and expanding library services through promotion, fund raising, and sponsorship of special events and activities.
- The ADOPT-A-SCHOOL LIBRARY PROGRAM encourages local businesses to assist libraries by providing book bags, plastic covers for magazines, reading incentives, and special learning activities.

Libraries: Public, Academic, and Special

- There is a WELL-DESIGNED COMMUNICATION NETWORK among community libraries of all types and other related information agencies.
- Students and teachers are informed about SERVICES AND RESOURCES AVAILABLE THROUGH COMMUNITY LIBRARIES.
- Public library SUMMER READING PROGRAMS are cooperatively implemented.
- An ORIENTATION TO ACADEMIC LIBRARIES is available to interested students.
- Community librarians receive NOTIFICATION OF STUDENT ASSIGNMENTS being given which may require outside resources.

Community Agencies

- A COMMUNITY RESOURCE FILE in the school library lists persons, organizations, colleges and universities, businesses, and other agencies that might be helpful in planning school programs.
- Community agencies are approached on a regular basis for EDUCATIONAL RESOURCE MATERIALS which help to implement the courses of study.
- Student participation in COMMUNITY SERVICE PROJECTS, such as oral history and environmental activities, are encouraged.

SECTION IV

DESIGNING A K-12 LIBRARY PROGRAM

To ensure continuity and equity in the delivery of services to *all* students and teachers in *all* buildings, the school library program needs to be developed districtwide. One benefit of a structured plan is the identification of district commitment, leadership roles, priorities for expenditures, and direction and growth as envisioned by the school and community.

The need for a K-12 written library plan is greater than ever before. The information explosion coupled with technological advances has pushed the functions of the school library in dozens of directions. Individual library programs are being fragmented by the various demands placed on existing services. The purpose of a school library is sometimes lost in the rapid expansion, if specific goals or end results are not identified. The process of identifying priorities and determining a direction for meeting these priorities is a task of great importance.

Steps for developing a written plan for the K-12 library program and services follow:

Step 1. Establish district commitment.
Step 2. Create a district library advisory council.
Step 3. Assess district library needs.
Step 4. Develop library philosophy, goals, and objectives.
Step 5. Generate a library plan of action.
Step 6. Present library plan to district board of education.
Step 7. Set priorities for improvement.
Step 8. Implement the K-12 written library plan.
Step 9. Evaluate the library plan.

A number of excellent references can serve districts well in implementing the above steps

- Minimum Standards for Elementary and Secondary Schools (1983) (Appendix J includes a compliance checklist)
- A Self-Appraisal Checklist for Library/Media Programs in Ohio (K-12) (1982)

Division of Elementary and Secondary Education
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

DESIGNING A PROGRAM

- The Ohio Library Media and Information Skills Course of Study K-12 (1983)

  Ohio Educational Library Media Association
  40 South Third Street - Suite 230
  Columbus, Ohio 43215

- K-12 School Evaluation Criteria (1983)
- Elementary School Evaluative Criteria (1981)
- Middle School/Junior High School Evaluative Criteria (1979)
- Evaluative Criteria (Secondary Schools, 1978)

  National Study of School Evaluation
  Falls Church, Virginia 22041

An evaluation format which can be expanded to meet district planning needs may be found in Appendix K.

SECTION V

TRENDS AND INNOVATIONS

Toffler sees it as "the third wave." Naisbitt calls it a "megatrend." Cetron reads it on the barometer of his "bell weather states." While different futurists refer to it in different terms, there is no mistaking in anyone's crystal ball that the future is to be strongly characterized by widespread and pervasive change rooted in information, communications, and technology.

One need not look far to realize the information, communications, and technology are centered in the school library. The collection, storage, retrieval, and dissemination of information in all technological formats is its stock in trade. As such, the focal point of good school library development is how best to meet the informational needs of students and teachers.

Students today will take their places as adults in a world which parents and educators are unable to describe for them. The only way to guarantee them the ability to survive and to thrive is to help them become flexible thinkers, who are self-sufficient in finding and using information. Teachers, in order to grow professionally, must keep abreast of trends, developments, and new teaching strategies. They must keep informed of research in both general and specialized areas of education, and constantly search for information that will help them with "how-to-do-it-better."

Already the impact of change may be observed in many of Ohio's schools. Technology which serves to facilitate change is described briefly in this chapter.

Videocassette Recording—The advent of the videocassette has brought about a number of changes in the delivery of instructional television to the classroom. Because the videocassette can be loaded into a recorder or player at any time of the school day, many schools are turning away from the specific time broadcast television and are relying on videotape recordings.

Teachers voice a decided preference for the use of videotape recordings over 16mm film. This has resulted in a movement toward the replacement of 16mm films with videocassettes when information is available in both formats.

While a number of schools have purchased one-half inch videocassette formats, the three-quarter inch format remains the educational standard when resolution and visibility standards for the average size school classroom are concerned and when the need for a system compatible with cable television is important. One-quarter inch and 8mm videotape formats are already on the market.

Videodisc—Videodisc technology is making its debut in many sections of the country. Some futurists predict it will eventually replace both film and videotape. When combined with computer technology in the form of interactive videodisc, it presents an instructional tool with powerful potential. Considerable publishing is already underway in this format. It is cheaper to distribute information to mass audiences by this means than by other methods. Accessibility to specific bits of information on a videodisc is also quicker and easier than on other formats. However, tape will continue to be the most viable medium in which schools may produce their own video presentations.

Cable—With more and more communities wired for cable, schools have been entering this section of the television arena. By cooperating with local governmental agencies when cable contracts are negotiated, school districts have been able to cover the costs of wiring buildings for improved and expanded reception, to develop quality broadcast studios, and to increase the numbers of receivers and monitors available for school use. In return, the studios and equipment are often made available for use by community groups, thus enhancing the school-community relationship.

Many school districts are producing their own cable programs on a regular basis. The public access channels include school bulletin boards, sports events, academic quiz shows, public relations documentaries, homework assistance call-in programs, board of education meetings, musical and dramatic programs, talk shows, levy and bond issue specials, and even credit courses. Some schools have negotiated educational channels which only they can access. These are used for school announcements, staff development, and instructional purposes.

Library Automation—School libraries are putting the microcomputer to work in automating many time-consuming administrative tasks necessary for operation. The micros are being used to speed and simplify materials and equipment purchasing, processing, cataloging, circulation, and inventory. Overdue notices, bibliographies, serials control, budgeting, accounting, maintenance, production, and many other library activities are also being completed with assistance from the computer.

TRENDS AND INNOVATIONS

Microcomputers—In addition to using microcomputers to assist in the management of the school library, librarians are developing collections of materials and equipment for use by students, teachers, and other staff members. In some schools small networks of computers and computer labs have been added to the school library. Usually, additional media aides are required to oversee this new library service. Librarians are including instruction in the utilization of microcomputers in their basic library media curriculum for students, as well as in inservice programs designed for school staff members.

Access to Databases—Students and teachers increasingly are provided access to databases via the school library media program. Modems are being purchased to be used in tandem with microcomputers to enable students and staff members to access such databases such as ERIC, COMPUSERVE, THE SOURCE, DIALOG, TECHNET, and others. Electronic encyclopedias and indexes of all kinds are being developed in increasing numbers. Quality school library programs provide procedures wherein school library users are assisted in accessing appropriate computer databases.

Statewide Database Networks—New York and Pennsylvania are the first two states to formulate plans and allocate funds for the development of statewide databases and networks for school library media and instructional resources. Planning grants led to pilot projects and the establishment of database regions with an optimum number of schools in each region; the large city school districts forming regions in themselves. Eventually the catalogs of all the school libraries, film libraries, video libraries, and special education collections will be included in the database. The public school collections will be electronically linked to public library and college and university library collections.

TRENDS AND INNOVATIONS

Service Centers in Ohio
AREA MEDIA CENTERS
EDUCATIONAL TELEVISION CORPORATIONS
SPECIAL EDUCATION REGIONAL RESOURCE CENTERS

Three major networks exist in the state for the purpose of expanding use of instructional materials in classrooms and libraries. Schools receive film, television, and computer services in increasing numbers through the area media centers and educational television corporations. In some areas the special education regional resource centers (SERRCs) are active partners of the library media networks. Area media centers, ITV agencies, and SERRCs are listed in the *Ohio Educational Directory.*

Consortia—A number of library media consortia have emerged in the state which enable members of the school library media community to work together in useful ways. The Lake Erie Educational Media Consortium cooperates in the review and selection of printed materials. Cuyahoga County, Lorain County, Toledo Area, and other group purchasing consortia are working together to reduce the costs of audiovisual materials, equipment, and other instructional supplies.

Early Childhood—The crucial need for developing educational programs for the early childhood years is being addressed by school libraries in some communities throughout the country. The school library can provide "an atmosphere created to encourage growth and activities designed to reinforce the child's physical, cognitive, and social growth. Library resources can provide stimuli of varied forms and can build essential pre-reading skills."[1]

Production—School libraries are increasing and upgrading their production services. The recent state mandate that a photograph be included in all permanent pupil records prompted an increase in the number of new cameras purchased throughout the state as library media specialists added another service to their repertoire. Photographic equipment being used in quality programs includes rapid process cameras, 35mm cameras, and instamatic cameras. Darkrooms are also widely available.

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[1] Marguerite Baechtold, *EXCEL—Expanding Childhood Experiences Through Libraries*, (Kalamazoo: Western Michigan University, School of Librarianship, 1979), p. 8.

TRENDS AND INNOVATIONS

The purchase of large numbers of videotape recorders and cameras in recent years has enabled many schools to record their own presentations. This is in addition to the audio recording capabilities which have been available for many years. Roll laminating machines and dry mount presses are found in increasing numbers. The new electrostatic copiers often replace thermal copiers, making it easy to produce easily readable transparencies.

Instructional Development—The instructional development movement, already widely accepted in business, industry, and higher education, is also making its impact felt in the public schools. Instead of providing on-demand services, library media specialists are working with teachers to design instructional modules. Together they analyze student needs, develop objectives, select strategies and media to meet the objectives, and evaluate the outcomes.

Staff Development—Competencies in the selection, production, and utilization of educational media are increasingly included in district staff development programs on a systematic basis. Library media specialists are often the leaders of building and district inservice sessions dealing with new media and technology. In some districts, the library media supervisor is charged with responsibility for the staff development program.

Conclusion

It is easy to predict that the school library program will be central to educational development in the foreseeable future. An effective school library program *is* an essential component of the educational program designed for an information- and technology-based society.

The trends and innovations described in this section are merely the prologue to the even more exciting and challenging times ahead for the world of school library services. The stage is set for the school library of today to be a dynamic force in education of high quality.

APPENDIX A

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Index to Educational Video Tapes 5th edition. 1979-1981.
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Index to Overhead Transparencies 6th edition. 1979-1981.
Index to 16mm Educational Films 7th edition. 1977.
Index to 35mm Filmstrips 7th edition. 1979-1981.
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APPENDIX B

MINIMUM STANDARDS - EXPENDITURES

Standard 3301-35-03(B)(2)(d):

ANNUAL SCHOOL YEAR DISTRICT EXPENDITURES FOR LIBRARY MATERIALS AND EQUIPMENT SHALL AMOUNT TO AT LEAST ONE-HALF OF ONE PERCENT OF THE TOTAL GENERAL FUND EXPENDITURES FOR REGULAR INSTRUCTION FOR THE PREVIOUS SCHOOL YEAR AS ENTERED ON "FORM 625 OHIO COMMON CORE DATA."

Procedure and Interpretation

1. Compute the sum of columns A, D, G, and J from line 5.05 of the previous school year Form 625 Ohio Common Core Data.
2. Multiply the sum obtained in Step 1 by .005 (one-half of one percent).
3. The figure obtained in Step 2 is the current annual amount school districts are required to expend for library materials and equipment.
4. Expenditures of district funds to meet this figure may be from any source with the exception of certain federal funds which may not be used to supplant programs required by state standards.
5. The definition of what constitutes library materials and equipment is pursuant to local definition.
6. Proof of expenditures for library materials and equipment falls upon the district.

APPENDIX C

OHIO CERTIFICATION REQUIREMENTS

New standards for teacher education and certification were adopted in 1985. The new standards will become effective July 1, 1987.

CERTIFICATES

Supervisor's Certificate (Library)

Requirements include evidence of 27 months of successful classroom teaching experience in the field of library science and educational technology and a master's degree with graduate work well distributed over the following areas:

- General or elementary and secondary supervision of instruction
- General or elementary and secondary school curriculum
- Social and philosophical foundations
- Psychological foundations
- Research
- Planned field experience

Educational Media Certificate

Requirements combine educational foundations, library science and audiovisual education competencies for the educational media certificate. There are two different educational media certificates and an educational media endorsement.

1. High school certificate (7-12)
2. Special certificate (K-12)
3. Endorsement

The high school certificate requires a bachelor's degree with 30 semester hours of specialized coursework in both print and nonprint materials. The special certificate has the same requirements as a high school certificate with the addition of six hours of work in professional education that encompasses the K-12 spectrum. An endorsement to a standard certificate to teach library/media requires twenty hours of work in both print and nonprint materials.

AIDE PERMITS

PERMITS

Educational Aide Permit

Educational aide means any non-teaching employee in a school district who directly assists a certificated teacher in the classroom. Educational aides who have had a one-year permit are eligible for a renewal one-year permit; those educational aides who have had a one-year renewal permit are now eligible for a new four-year permit, if they have a high school diploma or the statement of high school equivalence.

Educational Student Monitor Aide

The educational student monitor aide permit shall be held by such persons as: study hall monitors, library monitors, playground monitors, lunchroom attendants, and security guards. The educational student monitor aide does not qualify an individual for the new four-year permit. These certificates must be renewed each year.

Educational Technologist Aide

The technologist aide shall submit evidence of having completed an approved educational technologist aide program from a college or technical institution authorized to confer degrees or associate degrees, and shall have the recommendation of that institution. The technologist aide may renew the permit every four years.

For further information and for procedures for issuance of certificates or permits, you may contact

Division of Teacher Education and Certification
Ohio Department of Education
65 South Front Street, Room 1012
Columbus, Ohio 43266-0308
PH: 614-466-3593

APPENDIX D

VOLUNTEERS IN THE LIBRARY[1]

RECRUITMENT

1. Send out a library Volunteer Enlistment Sheet.
2. Speak at the first PTA meeting (if early enough in the school year) and express the need for volunteers and their value to the total library program. Ask volunteers to sign up after the meeting.
3. Ask the PTA Board for a Library Volunteer Coordinator.
4. Ask the Library Volunteer Coordinator to
    a. Call prospective volunteers
    b. Assist library coordinator in setting up orientation for volunteers
    c. Set up work schedule with times suggested by coordinator
    d. Arrange for substitutes for volunteers who are unable to work.
5. Ask teachers for names of prospects.
6. Consult the faculty representative to the PTA Board.
7. Speak to local women's clubs or other civic groups.
8. An enthusiastic volunteer is your best recruiter for additional volunteers.

VOLUNTEER ENLISTMENT

Suggested Form

Dear (name of school) Parents:

We need you! Will you please consider becoming a part of the school environment in which your child spends so much of his day? Your time and talents give all our students additional opportunities for meaningful experiences that enhance their learning experiences.

You don't have to be a trained teacher to be a library volunteer. All you need is what you have: a love for children, an interest in their education, and willingness to help. Any training or instructions you need will be provided.

We hope you can find time to serve the students at (name of school) as a school volunteer this year.

Sincerely,

(signed) School Librarian (signed) Principal

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[1] Adapted from North Carolina Association of School Librarians, "Volunteers in the School Media Center," NCASL, n.d.

VOLUNTEERS

SUGGESTIONS

- Set up meetings with volunteers providing them with feedback as to their contributions.
- Make volunteers feel needed; offer a smile and a word of appreciation whenever possible.
- Honor volunteers at a special occasion and present certificates.
- Recognize volunteers at PTA during Library Week in April or at end of school year.
- Record special volunteer contributions with school and/or public newspapers.
- Ask classes that volunteer has worked closely with to write him/her thank you notes.
- Have someone from school administration say "Thank You" at school volunteer group meetings.

APPENDIX E

COLLECTION GUIDELINES

Ohio school populations vary widely. Number quotas may best serve small schools while the per pupil figures may be more useful for average to large school populations. All figures assume that the collection is constantly weeded and viable.

	Phase I	*Phase II*	*Phase III*
BOOKS	Elem. - 2,500 to 6,000 volumes or 12 per pupil Sec. - 8,000 to 10,000 volumes or 18 per pupil	Elem. - 4,000 to 8,000 volumes or 15 per pupil Sec. - 10,000 to 15,000 or 20 per pupil	Elem. - 8,000 to 10,000 volumes representing 8,000 titles or 22 books per pupil Sec. - 15,000 to 20,000 volumes or 25 per pupil
MAGAZINES	Elem. - 15-24 titles Sec. (JHS or MS) - 75-85 titles Sec. (HS)-100-125 titles	Elem. - 25-39 titles Sec. (JHS or MS) - 85-100 titles Sec. (HS)-125-150 titles	Elem. - 40-50 titles Sec. (JHS or MS) - 100-120 titles Sec. (HS)-150-175 titles
NEWSPAPERS	Elem. - 3 Sec. - 6	Elem. - 4 Sec. - 6-10	Elem. - 5 Sec. - 10
MICROCOMPUTER SOFTWARE, INSTRUCTIONAL FILMS, VIDEO PROGRAMS, AND MICROFORMS	The collection should be of sufficient quantity to meet curricular needs. Districts may share among school collections, district collections, or with some other centralized service. Multimedia kits and collections should reflect staff and student needs respecting learning/teaching styles.		
AUDIO RECORDINGS (disc and tape)	600 or 2 per pupil	800 or 4 per pupil	1,000 or 4 per pupil
SOUND FILMSTRIPS, FILM STRIPS, SLIDES, SOUND SLIDES, AND TRANSPARENCIES	500 or 1 per pupil	750-1,000 or 2 per pupil	1,000-1,500 or 3 per pupil

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[1] Taken from *Library Media Programs For Wyoming Schools* (Cheyenne, Wyoming: Wyoming Department of Education, 1983) and *South Dakota Planning Guide for Building School Library Media Programs*, 2nd edition. (Pierre, South Dakota: South Dakota State Library and Archives, 1982).

COLLECTION GUIDELINES

	Phase I	*Phase II*	*Phase III*
16mm PROJECTORS	Elem. - 1 per 10 teaching stations plus 1 per media center Sec. - Same, except plus 2 per media center	Elem. - 1 per 6 teaching stations plus 1 per media center Sec. - Same, except plus 2 per media center	Elem. - 1 per 4 teaching stations plus 1 per media center Sec. - Same, except plus 2 per media center
VIDEO RECORDERS WITH MONITORS	Elem. - 1 per floor Sec. - 1 per 15 teaching stations	Elem. - 2 per floor Sec. - 1 per 10 teaching stations	Elem. 1 per 2 teaching stations or 2 per floor Sec. - 1 per 2 teaching stations
MICROCOMPUTERS	1 per grade level plus 1 per media center	1 per teaching station plus 1 per grade level plus 2 per media center	2 per teaching station plus 1 per grade level plus 3 per media center
RECORD PLAYERS (w/ear phones)	Elem. - 1 per teaching station Sec. - 1 per 15 teaching stations plus 2 per media center	Elem. - 1 per teaching station Sec. - 1 per 10 teaching stations plus 5 per media center	Elem. - 1 per teaching station Sec. - 1 per 5 teaching stations plus 10 per media center
TAPE PLAYERS AND/OR RECORDERS	Elem. - 1 per teaching station Sec. - 1 per 15 teaching stations plus 2 per media center	Elem. - 1 per teaching station Sec. - 1 per 10 teaching stations plus 5 per media center	Elem. - 1 per teaching station Sec. - 1 per 5 teaching stations plus 10 per media center
VIEWERS, FILMSTRIP (silent and sound)	1 per teaching station plus 5 per media center	2 per teaching station plus 10 per media center	2 per teaching station plus 15 per media center
VIEWERS, SLIDE (2 x 2)	1 per 5 teaching stations plus 1 per media center	1 per 3 teaching stations plus 1 per media center	2 per teaching station plus 1 per media center
PROJECTORS, FILMSTRIP (at least one with sound)	1 per 5 teaching stations plus 1 per media center	1 per 4 teaching stations plus 2 per media center	1 per 2 teaching stations plus 4 per media center
PROJECTORS, OPAQUE	1 per media center	2 per media center	4 per media center
PROJECTORS, OVERHEAD (10 x 10)	1 per 2 teaching stations plus 2 per media center	1 per teaching station plus 2 per media center	1 per teaching station plus 2 per media center

COLLECTION GUIDELINES

	Phase I	*Phase II*	*Phase III*
PROJECTORS, SLIDE (2 x 2)	1 per 5 teaching stations plus 2 per media center	1 per 4 teaching stations plus 3 per media center	1 per 3 teaching stations plus 4 per media center
LISTENING STATIONS (w/6-10 ear phones)	Elem. - 1 per teaching station plus 2 per media center	Elem. - 1 per teaching station plus 2 per media center	Elem. - 1 per teaching station plus 2 per media center
	Sec. - 1 per 15 teaching stations plus 2 per media center	Sec. - 1 per 10 teaching stations plus 2 per media center	Sec. - 1 per 5 teaching stations plus 2 per media center
PROJECTORS, 8mm (reel to reel, loop cartridge, magazine, etc.)	1 per 4 teaching stations plus 2 per media center	1 per 3 teaching stations plus 3 per media center	1 per 2 teaching stations plus 5 per media center

The following equipment should be available in sufficient quantity to support the instructional program and to meet the identified needs of students and teachers.

AUDIO FLASH CARD READER
CONTROLLED READER
TELEVISION RECEIVER
MICROFORM READER-PRINTER
MICROFORM READERS
PRODUCTION EQUIPMENT
DRYMOUNT PRESS
COPYING EQUIPMENT
VIDEOTAPE RECORDER
VIDEOTAPE PLAYERS
CAMERAS, 35mm and 8mm
SLIDE COPIERS
PHOTOCOPYING EQUIPMENT
DUPLICATING EQUIPMENT

APPENDIX F

LIBRARY NEEDS ASSESSMENT

(to be completed by teacher)

Please answer YES, NO, or NOT SURE to the following questions and check appropriate subject area or equipment. Then mark the priority of each by marking 1 before the item of greatest need, 2 before the item of next greatest need, and so on. Return the completed form to the library.

Priority

____ 1. Do you feel the library has enough books in your subject area? Please check areas of need. YES NO NOT SURE

- ____ English
- ____ Science
- ____ History
- ____ Economics
- ____ Geography
- ____ Foreign Language (specify language)
- ____ Arts
- ____ Industrial Arts
- ____ Civics
- ____ Math
- ____ Reading

____ 2. Would you like to see additional high interest/low reading level materials? YES NO NOT SURE

____ 3. Are there enough reading materials to supplement the classroom reading program? YES NO NOT SURE

____ 4. Do you feel the library has enough software (filmstrips, records, pictures, etc.) available to adequately support and enrich your curriculum area and classroom teaching? Please check areas of need. YES NO NOT SURE

- ____ English
- ____ Science
- ____ History
- ____ Economics
- ____ Geography
- ____ Foreign Language (specify language)
- ____ Arts
- ____ Industrial Arts
- ____ Civics
- ____ Math
- ____ Reading

____ 5. With the materials that are now in the library, do you feel the student will find adequate reference and research materials for a class assignment? YES NO NOT SURE

Taken from *Procedures Manual For School Library Media Center*, (Oklahoma Ciy, Oklahoma: State Department of Education, 1982).

NEEDS ASSESSMENT

Priority				
____	6. Do you feel we should purchase more materials for the handicapped?	YES	NO	NOT SURE
____	7. Should the library provide more materials for "in house" media production?	YES	NO	NOT SURE
____	8. Does our library have sufficient periodicals to support your curriculum area? Please note subject area. ____________________	YES	NO	NOT SURE
____	9. Are the materials for special interest and the gifted and talented adequate?	YES	NO	NOT SURE
____	10. Do you feel there is enough audiovisual equipment in our building?	YES	NO	NOT SURE

Please check the equipment needed most.

- ____ Cassette Recorders
- ____ 16mm Projectors
- ____ Record Players
- ____ Opaque Projectors
- ____ Filmstrip Projectors
- ____ Carousel Slide
- ____ Dukane Cassette
- ____ Overheads
- ____ Individual Viewers
- ____ Headsets and Mixer
- ____ Video Equipment
- ____ Microfiche Readers and Printers

Please list any other needs.

____

____

____

____

____

11. List other student needs that you feel are important but not mentioned.

____

____

____

____

____

____

APPENDIX G

WEEDING

1. Objectives of discard.
   a. The systematic removal from the collection of educational materials no longer useful is essential to maintaining the purposes and quality of the resources. The discarding of materials should average at least 5 percent of the total collection annually and requires the same degree of attention and careful study as the initial selection.
   b. All discarding decisions should be handled by the professional in charge of the media center.
2. Print and audiovisual software.
   a. Cause for discard:
      - Materials are out-of-date because their content has become obsolete, inaccurate, and/or misleading.
      - Materials are out-of-step with the interests, customs, or dress of the present generation (other than those on periods of time, costumes, etc.) and therefore are taking up shelf space instead of being read.
      - Materials are worn out and falling apart. (Some books can be rebound but, at current prices, it is often less expensive to buy a new copy.)
   b. Discarding procedure:
      - Pockets should be torn out.
      - School stamp must be blackened out wherever it appears.
      - Books should be stamped or marked (using magic marker) DISCARDED.
   c. Salable print items:
      - Should be marked properly for discard.
      - Should be placed in a "Book Sale" (price depending on item and condition) and receipts used for purchase of replacement materials by the professional in charge of the library.
   d. Usable nonprint items:
      - Should be made available for teacher and/or student projects. (For example, individual frames of filmstrips can be used for slides for a student project.)
      - Should be turned in to vendors when credit can be obtained toward purchase of new software.

e. Nonsalable and nonusable items:
    - Should be burnt.
    - Should be thrown out if not burnable.

3. Audiovisual hardware:
    a. Cause for discard:
        - Equipment would cost more to repair and keep in repair than to replace.
        - Equipment is old, worn-out, or no longer repairable.
    b. Method of discard:
        - Should be traded in on purchases of new equipment when possible.
        - Parts sold to general public if possible.
        - Parts may be donated to the high school vocational department.
        - Should be thrown out when no trade-in or sale possible.

Jackson Local School District, Stark County, Massillon, Ohio[1].

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[1] Taken from Taylor, Mary M., ed. *School Library and Media Center Acquisitions, Policies and Procedures*, (Phoenix, Arizona: Oryx Press, 1981), p. 176. Reprinted with permission of school.

APPENDIX H

COPYRIGHT*

Copyright Guidelines for Printed Matter

Since the 1960s when photocopying equipment began to be more sophisticated, many problems concerning copyright abuse have surfaced. This article will highlight certain aspects of the copyright law which relate to printed matter; however, since there is much written on the subject, it will be impossible to give as many illustrative examples as necessary to speak to every situation.

Certain kinds of documents may be copied without restriction. Published works which were never copyrighted, published works whose copyrights have expired, and U.S. Government publications (not to include works published by others who received U.S. Government grants or contracts) may be copied at the discretion of the user.

Reproduction of copyrighted material for educational and scholarly use is permitted for purposes of criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, and is not an infringement of copyright. It is the interpretation of fair use which is important and the following factors should be considered:

- The purpose of use, e.g., commercial vs. educational
- The nature of the copyrighted work
- The amount of the work copied in relation to the work as a whole
- The effect of the use on the potential market for or value of the work.

Guidelines for single copies for educators for scholarly research, use in teaching, or in preparing to teach include:

- A chapter from a book
- An article from a newspaper or periodical
- A short story, short essay or poem
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

These guidelines also indicate the degree of brevity which is considered acceptable for multiple copies (one copy per student). Other fair use conditions which must be met include spontaneity and cumulative effect.

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*"Media Matters," Special Education (Raleigh, North Carolina: North Carolina Department of Public Instruction, May 1985).

Spontaneity is copying at the instance and inspiration of the teacher. The time between the decision to use the work for maximum teaching effectiveness and the use of the material is so close that a reply to a permission request would not be received before use.

Cumulative effect refers to the maximum application of fair use that may be made over a period of time. In most cases, more than two or three uses is considered beyond the scope of fair use.

Any time that materials are copied, permission should be requested from the copyright holder, even if the materials copied fall under the fair use standard. If permission is later denied, the copied works can be destroyed. If approved, however, the user may keep the materials for as long as the permission is in effect.

Certain prohibitions include copying to create or replace anthologies, compilations, or collective works; copying "consumables" (workbooks, standardized tests, etc.); copying to substitute for purchase; copying directed by a higher authority; copying for repeated use; copying for profit.

Libraries/librarians must look at additional guidelines regarding photocopy and interlibrary arrangements. Systematic photocopying of copyrighted materials is prohibited, but interlibrary arrangements, which do not have the intent of making copies in such numbers as to substitute for purchase are permitted.

Photocopies may be placed on reserve in the library by a teacher as long as general copyright guidelines are followed. The reserve room is considered to be an extension of the classroom and standards apply to the reserve room as such.

Whenever a library offers copies either as self-service or staff-served, a notice must be displayed which states the copyright law as it pertains to photocopying and a notice must also appear on copying request forms as well as on the reproductions. The librarian and/or staff cannot knowingly assist a patron in making illegal copies.

Whenever the criteria for reproducing material cannot be met, then it is necessary to obtain written permission from the publisher. Permission to copy must include:

- Title, author and/or editor, and edition of materials to be duplicated.
- Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material
- Number of copies to be made
- Use to be made of duplicated materials
- Form of distribution (classroom, newsletter, etc.)

- Whether or not the material is to be sold
- Type of reprint (ditto, photocopy, offset, typeset).

Copyright Guidelines for Use of Music Materials

Applications of copyright guidelines for printed matter do not fit as neatly in the area of music. Therefore, a special music section is addressed. The guidelines included here are not meant to limit the types of copying permitted under the standards of fair use and which are stated in Section 107 of the Copyright Revision Bill. There may be other instances in which copying, which does not fall within the guidelines stated below, may nonetheless be permitted under the criteria of fair use.

Permissible Uses:

- Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

  (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.

  (b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.
- Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
- A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

COPYRIGHT

Prohibitions:

- Copying to create or replace or substitute for anthologies, compilations, or collective works.
- Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets, and like material.
- Copying for the purpose of performance, except as mentioned above.
- Copying for the purpose of substituting for the purpose of music, except as above.
- Copying without inclusion of the copyright notice which appears on the printed copy.

Guidelines For Off-Air Recording*

To discuss the copyright issue as it relates to recording television programs off air and retaining the programs on videotape, it is necessary to divide the television programs into two groups: instructional television programs and other television programs.

Instructional Television Programs:

All series airing on the instructional television schedule have copyright clearance for the public schools in Ohio. The State Department of Education negotiates broadcast rights, off-air recording rights, and in some cases, videocassette duplication rights with the producers of the series. The copyright status of each series appears in the annual scheduling handbook published by each of Ohio's instructional television (ITV) corporations. The series fall into one of several copyright categories:

- *Unlimited Use:* designates a series that is owned by the Department of Education. These programs may be recorded off-air or obtained through video duplication services provided by the ITV corporations for as long as the school wishes.
- *One Year Time Period Use:* designates a series leased on a yearly basis with rerecord or convenience replay rights lasting till the end of the current school year. At the end of the year these programs should be erased.
- *Seven Day Time Period Use:* designates a series that may be recorded off-air but which must be erased within seven calendar days of its broadcast date.

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*This portion has been adapted for Ohio.

Other Television Programs:

For questions concerning the off-air recording rights for other television series or individual program, contact your local instructional television agency.

Guidelines for Microcomputer Software

The tremendous growth in the use of computers — particularly microcomputers in schools — in the decade of the 1980s has focused attention on copyright law as it pertains to microcomputer software. Unlike some areas affected by copyright law, microcomputer software copyright protection lacks case law precedent so interpretation of the law contains many unresolved issues. Educators, who are using microcomputer software, are becoming increasingly concerned about varying interpretations of the 1976 Copyright Act as applied to software and of a 1980 amendment to the Act which defines "computer program."

These interpretations range from possible court action to simple acknowledgment of the vague areas. Even though different sources vary in their interpretation, all agree that the court, when presented a software copyright infringement case, would interpret the current law to provide for both fines and imprisonment.

Therefore, the vagueness of the law as it applies to microcomputer software and the lack of case law precedent should not be viewed by educators as a loophole to allow unauthorized copying of microcomputer programs. Unless Congress acts, ambiguity in software guidelines will increase the likelihood of a test case. There are only two permissible instances in making fair use copies of software:

- That such a copy is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other matter; and
- That such a copy is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

COPYRIGHT

Two of the best sources of information on the copyright law as it pertains to microcomputer software are the International Council for Computers in Education (University of Oregon, Eugene, Oregon) and the International Communications Industries Association (Fairfax, Virginia). The ICCE has published two documents: a "Policy Statement on Network and Multiple Machine Software" and a "Suggested District Policy on Software Copyright." The ICIA has published a pamphlet entitled "Should I Copy Microsoftware." The following guidelines are from this pamphlet. They serve as a good guide for educators seeking an interpretation of copyright law.

1. Don't make a copy unless you have the permission of the producer.
2. Be skeptical of those who say, "Go ahead and copy, nobody will ever know." Check with your school's attorney or get the written permission of your supervisor.
3. Don't believe anyone who says that the "Off-Air Guidelines" and the guidelines for books, periodicals, and music apply to microcomputer software. Computer software is very different and no copyright guidelines have been approved by national educator-publisher negotiating committees which created the other guidelines.
4. Do buy enough software to get your job done. Buying enough will relieve the temptation to make unauthorized copies.
5. Don't load one diskette into several machines without authorization from the producer.
6. When licenses are offered by producers, buy the licenses and adhere to the limitations in the licenses. Going beyond the terms of a license is as much a violation of the law as any other unauthorized copying.
7. Don't allow computer clubs to use school facilities unless they agree in writing to adhere to the Copyright Act. By letting them stay, you share the legal liability with the club should they be apprehended.
8. Have strict rules to restrict the use of any "archival copy." While the law allows one archival copy — it may not be used in the classroom. Do keep it in a restricted area out of reach of all users.
9. If you accept a preview or on-approval copy from a producer, distributor or dealer, be responsible for ensuring that no copies are made. The Copyright Law applies to previews just as it applies to software you have already purchased.

10. Don't authorize purchase of equipment specifically designed to break protection codes which are built into most software. Possession of such equipment, since its main use is to make unauthorized copies, may be used in court as evidence against you.
11. Do share with teachers, students and administrative personnel a statement reflecting your personal respect for the Copyright Law. Your leadership will inspire others to maintain ethical practices.

Impact Statement

In order to provide educators with a better understanding of the influence that the copyright guidelines play in individual work situations, we are addressing specific job situations with an impact statement. This impact statement addresses the responsibility of the professional educator to be knowledgeable of the law as it applies to that position and how it affects other persons (students, co-workers) influenced by that educator.

Teachers

For years, many teachers considered themselves to be immune from prosecution because of educator misinterpretations of "fair use" principles which apply to copyright restrictions and also because publishers seemed unwilling to attempt prosecution of members of the education community. This attitude is changing, however, because of abuses by educators who are poorly informed about "fair use" and because advances in technology have made unauthorized duplication easier. Several recent court cases indicate an increasing willingness on the part of copyright holders to protect their interests. The copyright laws allow restitution of up to $10,000 for each violation for which teachers can be held personally liable.

Under fair use standards teachers are permitted to:

- Make a single copy of a short literary work for academic research, in teaching, or in preparation to teach a class.
- Make an *overhead transparency* from a workbook if not more than 10% of the workbook is used.
- Use recordings of student performances of a copyrighted work for evaluation and instruction.
- Make the maximum number of copies that are permitted by special arrangements with copyright holders. Licensing agreements in literary works, videotaping, and microcomputer software may supersede the copyright law.

On the other hand a *teacher violates the copyright laws* when he/she:

- Photocopies or duplicates pages from a consumable workbook.
- Photocopies or duplicates pages from a book or magazine for use in a learning activity without securing permission from the copyright holder and reuses the pages in later activities or recopies the same material for each new use.
- Makes non-emergency photocopies of music to use by students in performances or when emergency copies are not later replaced with purchased ones.
- Makes duplicates of copyrighted microcomputer software to avoid purchasing one copy for each microcomputer.
- Makes audiotapes from phonorecords.
- Reproduces or photocopies any copyrighted material without permission from the copyright holder where the primary purpose of duplication is to circumvent the need for purchase of the material.
- Makes a reproduction or photocopy of any kind which does not include the copyright notice.

Computer Coordinators

School computer coordinators are in a leadership position that exalts them as a model for their peer educators in the purchase and use of microcomputer software. They should assist educators in adhering to the copyright laws by encouraging and monitoring the purchase of a sufficient number of copies of a program so that illegal copying is unnecessary. They should stress planning procedures that would anticipate more accurately the number of program copies needed so special pricing agreements can be obtained.

As a role model, computer coordinators have a responsibility to deter the making of back-up copies unless permission to do so is clearly stated, to refrain from using unauthorized copies or unlocking of protection-breaker programs, and to discourage the use of newsletters, swap sessions, or electronic bulletin boards to exchange illegal copies of software or information on such copies.

The computer coordinator must provide the copyright leadership in the school system by being well informed and by informing others about the copyright laws as applied to computer software. When teachers make illegal copies with the consent, assistance, or knowledge of the coordinator, the coordinator may be included in any litigation which may ensue from failing to provide proper guidance.

COPYRIGHT

Media Coordinators

School media coordinators are in a unique position with regard to copyright. Because of the service nature of the position, uninformed teachers, students, and principals are subject to make requests for copies of instructional resources that exceed what is permitted by the fair use provision of the law and the subsequent guidelines.

The following steps should be taken by the media coordinator to meet the spirit of the law:

- Know the law and accompanying guidelines. Be proactive instead of reactive. Inform others about the services that can be provided and the limits imposed by the law.
- Provide adequate notification. Place signs in appropriate places—e.g., above copy machines and on video and audio tape recording equipment.
- Initiate the formulation of systemwide policies that address copyright issues. Introduce or advertise these policies in faculty meetings and PTA meetings, and through newsletters.

Refusing to assist someone in making illegal copies may require skillful interaction on the part of the media coordinator. Modeling appropriate behavior may convey the most effective message. A media coordinator may be included in litigation to the extent that he/she assists other educators in obtaining illegal copies.

Principals

The principal's attitude in proper application of the copyright law is crucial to the school attitude toward compliance. He must be knowledgeable of the law and must provide opportunities for all personnel within the school to be aware of the legal issues.

It is suggested that principals provide the following guidance for the school staff by:

- Setting a good example of compliance and insisting that teachers do likewise.
- Encouraging the development of school board policies on copyright.
- Arranging staff development on current copyright issues and addressing the special areas of copyright with those to whom it applies (i.e., music teachers, media coordinators).
- Encouraging the development of a reference collection of copyright articles, books, etc., in the professional library of the school.

- Developing a process for obtaining permission to reproduce materials.
- Purchasing materials in sufficient quantities to preclude the need for illegal copies.

Failure of principals to inform their staff properly of the legal ramifications of copyright violations may result in their inclusion in litigation from employee and student violations.

Superintendents and School Boards

At the district level, superintendents are responsible for developing policies which reinforce the fair use doctrines of the existing copyright law. Procedures for duplicating visual, printed, and auditory media as well as computer software should be incorporated into school board policies and disseminated to all district employees. Workshops and staff development on permissible and nonpermissible copying should be held regularly to keep all staff members current on new developments in the law.

Failure of the superintendent and school board to advise their employees and students of the rules governing fair use in copyright could result in their inclusion in litigation resulting from employee and student violations.

APPENDIX I

SPACE RECOMMENDATIONS

The following recommendations for the amount of space to be provided for the various functions in a library are general. Adherence to these recommendations, however, would assure adequate space for an excellent library program. Since many of these spaces may be overlapping, DO NOT ADD THEM TOGETHER TO ARRIVE AT A TOTAL SQUARE FOOT RECOMMENDATION FOR THE LIBRARY.

AREAS	Up to 500 ADM*	500-1000 ADM	Over 1000 ADM
Circulation Area	500 sq. ft.	800 sq. ft.	800 sq. ft. +

This includes sufficient space for the circulation desk unit, displays, copy equipment, a catalog (card or book) near the reference collection, and periodical indexes adjacent or near current back issues and/or periodicals in microforms.

Reading, Viewing Listening Area	15%-30% of enrollment at 40 sq. ft. per student with no space less than 1200 sq. ft.	15%-30% of enrollment at 40 sq. ft. per student	

Sufficient space is allowed for tables and chairs; browsing; lounging; carrels wired for viewing and listening ; traffic around circulation desk, catalog, stacks, vertical files, and other free-standing or mobile equipment.

Small Group Viewing and Listening	120 sq. ft.	120 sq. ft.	120 sq. ft.

Small group viewing and listening may occur in the main reading area or in small rooms which can also serve as conference areas for small groups. Screens, acoustically treated surfaces, and sufficient electrical outlets and light control are provided.

*Average Daily Membership

Reprinted from *Library Learning Resources Facilities New and Remodeled*. (Austin, Texas: Texas Education Agency, 1984).

LIBRARY SPACE

AREAS	Up to 500 ADM*	500-1000 ADM	Over 1000 ADM
Conference Areas	1 conference room 120 sq. ft. May be combined with small group viewing and listening area	3 conference rooms each 150 sq. ft.	3 conference rooms each 150 sq. ft. with additional rooms if needed

Movable walls make possible a more efficient use of space provided for conference areas. Light control, acoustical treatment, and wiring and outlets for use of projection and viewing equipment are necessary.

Classroom	900-1000 sq. ft.	900-1000 sq. ft.	900-1000 sq. ft. Larger schools may need additional classrooms

The classroom is located adjacent or convenient to the reference collection and catalog, is equipped for audio and/or visual presentations, has tables and chairs suitable for class activities, including production, and can be used for shelving or housing infrequently used materials.

Administration	120 sq. ft. for staff office	120 sq. ft. office for each staff member	120 sq. ft. office for each staff member

Small schools may combine workroom/storage/office areas. In larger schools a separate office is desirable. This area opens into the main reading-listening-viewing area and has glass panels making supervision easier. Larger schools have more than one room.

Work Space	May be combined with office space above	400 sq. ft.	300-400 sq. ft. or additional space as needed

All workrooms include adequate work space, with a carefully planned counter (18-24 inches deep) with vinyl or formica top and work-type sink, various sizes of storage drawers and cabinets, knee-hole spaces below the counter and open shelves above. A counter of two heights is desirable, especially where workroom and office are combined.

LIBRARY SPACE

AREAS	Up to 500 ADM*	500-1000 ADM	Over 1000 ADM
Equipment Storage/ Distribution	May be combined with conference room, classroom, or production area	400 sq. ft.	400 sq. ft. plus additional space as needed for equipment

Larger schools may plan for decentralization of equipment storage for easier access by users. Storage of equipment used in the library must be provided in the main storage area with adequate security provisions.

Maintenance and Repair		120 sq. ft. if maintenance is a campus responsibility	120-200 sq. ft. if maintenance is a campus responsibility

Space may be located in the storage area. Where maintenance of larger equipment is not provided at the district office or by an outside agent, additional space is required.

Media Production Laboratory	Combined with work space/ equipment storage	800 sq. ft. Additional space if students produce materials	800 sq. ft. Additional space if students produce materials

Space and equipment are determined by quantity and types of media produced. Provision is made for humidity and sound control when appropriate.

Darkroom	150 sq. ft.	150-200 sq. ft.	150-200 sq. ft.

Sinks with running water, electrical outlets, and light control are necessary when photography is included in the school's production program.

Professional Collection	May be combined with other areas	600 sq. ft.	600 sq. ft. plus extra space if needed

Space for tables and chairs, previewing of print and audiovisual materials, and group meetings is provided in the area where the professional collection is housed.

LIBRARY SPACE

AREAS	Up to 500 ADM*	500-1000 ADM	Over 1000 ADM
Stacks	Shelf space for 20 items per student	400 sq. ft.	400 sq. ft. plus extra space as needed to shelve 20 items per student

The amount of space needed for stacks is calculated on the basis of the number of items to be shelved and the shelving arrangement for audiovisual materials.

Magazines/ Newspapers	Adequate shelving for current and back issues of periodicals and newspapers	400 sq. ft.	400 sq. ft. plus additional shelving for hard copy periodicals or readers if in microform

Schools with copying equipment, microforms and readers and/or reader printers, as well as files of back issues of magazines provide space convenient to the *Readers Guide to Periodical Literature*.

Special Facilities

Computerized learning laboratory. The laboratory is a part of the library and has response capability.

Radio and/or television studio. These functions may be provided from the district center. If provided at the campus unit, sound and light control and storage for props, equipment, and supplies are necessary. A television studio requires 1,600 sq. ft. of floor space, 15 ft. ceilings, and a 14 x 15 ft. door. Facilities are determined on the basis of appropriateness for the school's program.

ACCESSIBILITY BY THE HANDICAPPED

Section 504 of the Rehabilitation Act of 1973 requires that handicapped people be included as beneficiaries of programs, resources, and services offered by institutions receiving federal financial assistance. The term "handicapped" includes any person with orthopedic disorders. This means that the programs, resources, and services offered by a library must be accessible by handicapped persons, including those in wheelchairs.

LIBRARY SPACE

The architect will be aware of requirements regarding entry ramps and hall and door widths necessary to accommodate students in wheelchairs. Information which may be helpful in determining the amount of space between tables and shelving inside the library includes:

- Most wheelchairs are 2′3″ to 2′8″ wide.
- Three feet of space between shelves or shelves and tables will permit the students to browse between shelves.
- The average adult in a wheelchair can reach no higher than five feet. Materials which are housed higher than five feet must be reached and delivered by an assistant, either a library staff person or a student.
- Doorways or furniture arrangements providing entry into special areas should be wide enough for a wheelchair to pass through without difficulty.
- Sharp corners may prove difficult for the wheelchair student to negotiate. When possible, direct main traffic flow so that sharp corners do not become obstacles.

FURNITURE

FURNITURE SPECIFICATIONS

Shelves (adjustable)	Depth	Height	Capacity
Standard Books	8″-10″	5′-6′ elem. 6′-7′ sec. 42″ counter-height	10 books per ft.
Reference Books	10″-12″	5′-6′ elem. 6′-7′ sec. 42″ counter-height	6 books per ft.
Picture Books	12″	42″	20 books per ft. with adjustable dividers
Periodicals	16″ (slanting)	5′ elem.	1 per shelf ft. display — current
		7′ sec.	1 per shelf ft. display — current
Phonograph Records	12″	42″	60-70 per 3 ft., dividers 5″ high, spaced 7″-8″ apart
Sound Filmstrips	12″-16″	6′-7′	15-18 boxed sets

Shelf sections should not exceed three feet in length.

Tables	Width	Height	Length	Diameter
Elem.	3′	25″-28″	5′-6′	4′
Jr. Hi.	3′	27″-30″	5′-6′	4′
Sr. Hi.	3′	29″-30″	5′-6′	4′

Chairs		
Elem.		14″-17″
Jr. Hi.		16″-18″
Sr. Hi.		18″

Carrels	Width	Height	Depth of Desk	Depth of Unit
Elem.	36″	25″-28″	24″	36″
Jr. Hi.	36″	27″-30″	24″	36″
Sr. Hi.	36″	29″-30″	24″	36″

Allow nine square feet of floor space per carrel.

Card Catalog

The height of the card catalog should be below the eye level of the students and purchased in add-on units. The number of drawers needed is calculated by multiplying the number of titles by three and allowing 1,000 cards per drawer.

Elem. — 36″ to 40″ Middle — 36″ to 48″ High — 40″ to 54″

Charging Desk

The height and size of the charging desk should be determined by the age of the students and the number enrolled. It should be only as large as necessary to accommodate charging activities, no more than 17″ to 29″ high for a standard desk. A 3′ x 6′ desk is usually adequate for a small library. It may be purchased in units designed for different functions to be performed, for example, typing well, book return, charging machine, and cupboard units.

PLANNING A LIBRARY FACILITY

Everyone who will use the library or be responsible for its management should have an opportunity to submit recommendations regarding the amount and arrangement of spaces, the type and design of furnishings, and the quantity and shelving accommodations. While final authority for all matters concerning school planning rests with the district board of education and the school superintendent, they will feel the need to assign responsibilities to staff members with specialization in the field of school libraries.

Responsibilities of the district librarian:

- Serve on the district planning committee with the superintendent, the board of education, and other staff
- Use national, regional, and state standards as guidelines in determining what is educationally most advantageous
- Acquire recommendations of consultants, if needed
- Work with district and building staff in writing educational specifications
- Communicate with the architect as needed in developing plans for construction and for placement of furniture and equipment
- Recommend changes in building specifications and floor plans as needed
- Examine any changes in the final blueprint to ascertain that changes are not detrimental to efficient library management and use

- Submit specifications and requisitions for equipment purchases and other instructional resources
- Submit, after a reasonable period of time, an evaluation of the facility for use in successive building programs.

Responsibilities of the school librarian:

- Consult with the architect on space allocations and functional relationships within the library, furniture preferences and arrangements, equipment and equipment storage requirements, and any special requirements for special programs, activities or functions.
- Inform the architect of the school and library philosophies, curriculum design, instructional patterns, present and anticipated enrollments, student and teacher characteristics, and other facts as may be included in a written statement of educational specifications.
- Accept the responsibilities of the district librarian as identified above where there is no district librarian.

STANDARDS CHECKLIST

APPENDIX J

COMPLIANCE CHECKLIST

MINIMUM STANDARDS FOR ELEMENTARY AND SECONDARY SCHOOLS

		Library's Compliance Level Is		
Selected Rules		**Exemplary**	**Adequate**	**Inadequate**
1.	Written position descriptions for supervisor, librarian, and library aide are available.			
2.	Inservice education for certificated library staff is provided.			
2.1	Inservice education for classified library staff is provided.			
3.	Staff has access to a professional library.			
4.	There is a written selection policy for instructional materials, textbooks, and equipment.			
4.1	Resources are selected with involvement of certificated staff.			
4.2	Resources are available for teacher and pupil use at each grade level.			
4.3	Resources are current.			
5.	There is a library in each school.			
6.	There is a defined selection policy and process for the library collection. Certificated staff members are involved in selection.			
6.1	The library collection supports attainment of all course of study objectives.			
6.2	Materials appropriate to pupil ages, interests, and educational needs are available.			
6.3	Current reference materials, with one encyclopedia having copyright date within five years, are available.			
6.4	Materials are inventoried and cataloged.			

STANDARDS CHECKLIST

Selected Rules		Library's Compliance Level Is Exemplary	Adequate	Inadequate
6.5	Materials are organized for accessibility.			
7.	There is at least one certificated librarian in the district.			
7.1	Staff, librarians, aides or volunteers are supervised by certificated librarian in each library.			
8.	Library services are available throughout the school day.			
9.	Instruction of pupils in library skills is provided.			
10.	Instruction of certificated staff in how to use the library is provided.			
10.1	Instruction of certificated staff in production of instructional materials is provided.			
11.	Annual school year district expenditures for library materials and equipment amount to at least one-half of one percent of the total general fund expenditures for regular instruction for the previous school year.			

APPENDIX K

CONDUCTING SELF-EVALUATION

THE SCHOOL LIBRARY PROGRAM COMPONENTS

A. Circle the number to the left which best reflects your judgment as to the current status of the area (1-low, 5-high). To the right of the statement, circle the number which indicates the status to which the area is desired in your district. Provide a summary of comments and resources required to bring about a better match in each instance where a discrepancy exists between the current and desired status.

Current Status	**Leadership**	**Desired Status**
1 2 3 4 5	1. Has the board of education directed that a district plan for library program and services K-12 be developed?	1 2 3 4 5

Comments ________________________________

____

Resources Required ________________________________

____

Current Status	**Leadership**	**Desired Status**
1 2 3 4 5	2. Has the board of education adopted policies for library operation?	1 2 3 4 5

Comments ________________________________

Resources Required ________________________________

____

SELF-EVALUATION

Current Status	Leadership	Desired Status
1 2 3 4 5	3. Has a District Library Advisory Council been appointed to assist with planning and evaluating the library program?	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	
1 2 3 4 5	4. Is the library receiving funds proportionate to identified needs?	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	
	What statements should be added to those identified?	
1 2 3 4 5	5. ____________________ ____________________	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	

Current Status		Desired Status
	Leadership	
1 2 3 4 5	6. ______________________________ ______________________________	1 2 3 4 5
	Comments ________________________ ______________________________	
	Resources Required _________________ ______________________________	
	Personnel	
1 2 3 4 5	7. Are there written job descriptions which accurately reflect the responsibilities and the qualifications necessary for each?	1 2 3 4 5
	Comments ________________________ ______________________________	
	Resources Required _________________ ______________________________	
1 2 3 4 5	8. Is there an adequate number of staff for each library?	1 2 3 4 5
	Comments ________________________ ______________________________	
	Resources Required _________________ ______________________________	

SELF-EVALUATION

Current Status	Personnel	Desired Status
1 2 3 4 5	9. Is there a job evaluation system to provide motivation and guidance for staff?	1 2 3 4 5
	Comments ______________________________ ______________________________	
	Resources Required ______________________ ______________________________	
1 2 3 4 5	10. Is continuing education and training of staff encouraged by granting money and time to attend workshops and conferences?	1 2 3 4 5
	Comments ______________________________ ______________________________	
	Resources Required ______________________ ______________________________	
1 2 3 4 5	11. Has the library's organizational structure been recently evaluated in terms of changing educational needs?	1 2 3 4 5
	Comments ______________________________ ______________________________	
	Resources Required ______________________ ______________________________	

Current Status | **Personnel** | **Desired Status**

What statements should be added to those identified?

1 2 3 4 5 12. ______________________________ 1 2 3 4 5

____

Comments ______________________________

____

Resources Required ______________________________

____

1 2 3 4 5 13. ______________________________ 1 2 3 4 5

____

Comments ______________________________

____

Resources Required ______________________________

____

Resources

1 2 3 4 5 14. Is the materials selection policy written with the school and community in mind, and is it progressive and comprehensive? 1 2 3 4 5

Comments ______________________________

____

Resources Required ______________________________

____

SELF-EVALUATION

Current Status	Resources	Desired Status
1 2 3 4 5	15. Does the library collection reflect all adopted courses of study? Special needs of students and teachers served? Comments ______________________ ______________________________ Resources Required _______________ ______________________________	1 2 3 4 5
1 2 3 4 5	16. Is the library collection balanced with print and nonprint materials including adequate instructional equipment to support all formats and reflect advancements in technology? Comments ______________________ ______________________________ Resources Required _______________ ______________________________	1 2 3 4 5
1 2 3 4 5	17. Are resources reevaluated periodically with inappropriate, obsolete materials discarded? Comments ______________________ ______________________________ Resources Required _______________ ______________________________	1 2 3 4 5

SELF-EVALUATION

Current Status	Resources	Desired Status
1 2 3 4 5	18. Are provisions made for sharing and expanding resources through networking?	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	
	What statements should be added to those identified?	
1 2 3 4 5	19. ____________________ ____________________	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	
1 2 3 4 5	20. ____________________ ____________________	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	

SELF-EVALUATION

Current Status	Facilities	Desired Status
1 2 3 4 5	21. Is the library designed to facilitate goals of the general educational program and a full range of library services?	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	
1 2 3 4 5	22. Is the library readily accessible to students and teachers and are provisions made for the handicapped?	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	
1 2 3 4 5	23. Is seating available for a minimum of 40 students or 10 percent of the enrollment, whichever is greater?	1 2 3 4 5
	Comments ____________________ ____________________	
	Resources Required ____________________ ____________________	

Current Status	Facilities	Desired Status
1 2 3 4 5	24. Does arrangement of the library provide for efficient work flow, traffic flow, and supervision?	1 2 3 4 5

Comments ______________________________

____

Resources Required ______________________________

____

1 2 3 4 5	25. Is an inviting atmosphere created through displays, bulletin boards, and graphics?	1 2 3 4 5

Comments ______________________________

____

Resources Required ______________________________

____

What statements should be added to those identified?

1 2 3 4 5	26. ______________________________	1 2 3 4 5

____

Comments ______________________________

____

Resources Required ______________________________

____

SELF-EVALUATION

Current Status	Facilities	Desired Status
1 2 3 4 5	27. ________________________________	1 2 3 4 5
	________________________________	
	Comments ________________________	
	________________________________	
	Resources Required _______________	
	________________________________	
	Support	
1 2 3 4 5	28. Have partnerships been developed with parents, community agencies, other libraries?	1 2 3 4 5
	Comments ________________________	
	________________________________	
	Resources Required _______________	
	________________________________	
1 2 3 4 5	29. Does a well-designed communication network exist among community libraries and other information agencies?	1 2 3 4 5
	Comments ________________________	
	________________________________	
	Resources Required _______________	
	________________________________	

Current Status	Support	Desired Status
	What statements should be added to those identified?	
1 2 3 4 5	30. ______________________________	1 2 3 4 5
	______________________________	
	Comments ______________________	
	______________________________	
	Resources Required ______________	
	______________________________	
1 2 3 4 5	31. ______________________________	1 2 3 4 5
	______________________________	
	Comments ______________________	
	______________________________	
	Resources Required ______________	
	______________________________	

B. Review Assessment Results and Validate Target Needs

This self-evaluation form uses a numerical rating system to enable participants to appraise the current district status, and at the same time, determine what the desired level of the library program and services should be. Numerical scores should be compiled for each statement both for the current status and desired status.

The average (mean) rating of each item can be determined by dividing the total number of persons responding to the item. The difference between the average of the current status and the average of the desired status will establish the discrepancy for any single item of the instrument. The discrepancy level represents the *initial* indication of potential target needs.

C. What other sources of data should be evaluated in review of leadership, personnel, resources, facilities, and support?

D. What conclusions can be drawn from these program components?

E. List in order or priority the recommendations that need to be implemented relative to existing program components.

APPENDIX L

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

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American Library Association.

APPENDIX M

POLICY STATEMENT

Instruction in the Use of Libraries

Utilization of information is basic to virtually every aspect of daily living in a democratic society, whether in the formal pursuit of educational goals or in independent judgment and decision making. In our post-industrial, increasingly complex society, the need for information daily becomes greater.

Libraries are a major source of information; however, their effective use requires an understanding of how information is organized and how individuals can retrieve that information. Many individuals have an inadequate understanding of how to determine the type of information needed, locate the appropriate information, and use it to their best advantage.

Instruction in the use of libraries should begin during childhood years and continue as a goal of the formal educational process in order to prepare individuals for the independent information retrieval essential to sustain life-long professional and personal growth.

It is essential that libraries of all types accept the responsibility of providing people with opportunities to understand the organization of information. The responsibility of educating users in successful information location demands the same administrative, funding, and staffing support as do more traditional library programs.

The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of services.

Adopted by the American Library Association Council
July 2, 1980

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APPENDIX N

LIBRARY MEDIA PROFESSIONAL ASSOCIATIONS

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron Street
Chicago, IL 60611
Phone: 312-944-6780

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street
Chicago, IL 60611
Phone: 312-944-6780

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
1126 16th Street, N.W.
Washington, DC 20036
Phone: 202-466-4780

OHIO EDUCATIONAL LIBRARY MEDIA ASSOCIATION
40 South Third Street - Suite 230
Columbus, OH 43215
Phone: 614-221-9057

OHIO LIBRARY ASSOCIATION
Children's Services in Libraries and School Media Centers Division
Adult and Young Adult Services in Libraries and School Media Centers Division
40 South Third Street - Suite 230
Columbus, OH 43215
Phone: 614-221-9057

School librarians may also wish to consider membership in other professional educational organizations not specifically related to libraries, such as the Association for Supervision and Curriculum Development, the National School Public Relations Association, the International Reading Association, etc.

In addition, many local library organizations exist throughout the state to support county, multicounty, and regional efforts. The following directories will be beneficial in identifying local resources:

Ohio Educational Directory

Provides a listing of all chartered elementary and secondary schools, teacher training institutions, and related professional organizations. School addresses and enrollment information are included. Copies are supplied to all superintendents and Ohio schools. Price per copy is $4.00 and must be prepaid. Please make check payable to Treasurer, State of Ohio. Send request and payment to:

Division of Elementary and Secondary Education
65 South Front Street, Room 1005
Columbus, OH 43215

ASSOCIATIONS

Directory of Ohio Libraries

Compiled annually, this directory provides listings for the State Library and academic, institution, public, and special libraries. Regional library systems, associations, consortia, and related agencies are cited. District contact people are identified for school libraries. Price per copy is $4.00 and must be prepaid. Please make check payable to State Library of Ohio. Send request and payment to:

Business Office, Room 1206
The State Library of Ohio
65 South Front Street
Columbus, OH 43215

LEADERSHIP SERIES

Citizenship, Multicultural and Human Relations Education

Conducting Self-Evaluation

Energy and Resource Conservation

Foreign Languages K-12

Intervention Assistance Teams

English Language Arts Curriculum

Integrating Language Arts

Developing Writing Competence

Mathematics 7-8

Ohio Studies

Quality Library Services K-12

For Additional Copies Write To:

The Ohio Department of Education
Division of Elementary and Secondary Education
65 South Front Street
Columbus, Ohio 43215
614/466-2761